DeVry’s 2016–2017 Graduate Programs Academic Catalog, Volume X, is now in effect. Since this catalog’s original publication, July 1, 2016, the following significant changes have been implemented. Additions/amendments incorporated since the most recent publication are noted in red and appear at the top of the table below. Because changes/updates can affect the catalog layout, entries in black in the table below may no longer correspond to the page numbers indicated.

<table>
<thead>
<tr>
<th>Date Change Published</th>
<th>Page(s) on Which Change Appears</th>
<th>Change/Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29/16</td>
<td>3</td>
<td>Information for the 2017 fall semester has been added to the Cycle 1 calendar.</td>
</tr>
<tr>
<td>8/29/16</td>
<td>10</td>
<td>Information in Institutional Accreditation has been updated.</td>
</tr>
<tr>
<td>8/29/16</td>
<td>10</td>
<td>Information in Approvals has been updated.</td>
</tr>
<tr>
<td>8/29/16</td>
<td>34</td>
<td>Information in General Admission Requirements has been updated.</td>
</tr>
<tr>
<td>8/29/16</td>
<td>50</td>
<td>Information about the Georgia Refund Policy has been added.</td>
</tr>
<tr>
<td>8/29/16</td>
<td>55</td>
<td>Information in Student Conduct has been updated.</td>
</tr>
<tr>
<td>8/29/16</td>
<td>56</td>
<td>Information in Student Complaint Procedures has been updated.</td>
</tr>
<tr>
<td>8/11/16</td>
<td>10</td>
<td>Information in Institutional Accreditation has been updated.</td>
</tr>
<tr>
<td>8/1/16</td>
<td>3</td>
<td>Information for the 2017 summer semester has been added to the calendars for both Cycle 1 and 2.</td>
</tr>
<tr>
<td>8/1/16</td>
<td>41</td>
<td>Information in Grades and Designators has been updated.</td>
</tr>
</tbody>
</table>
Dear Student,

Welcome to the DeVry University family, and congratulations on taking this important step toward realizing your educational and career goals. Know that our talented faculty and committed student support staff will be there for you every step of the way. It is our goal to help you become a successful student, and ultimately, a successful graduate of DeVry University. We are here for you, and we care about your success.

In 1931, Dr. Herman DeVry, our founder, created an institution to educate students in the rapidly emerging field of electronics. Before he was an educator, Dr. DeVry was an inventor. Among other notable innovations, Dr. DeVry invented the first portable movie projector. He would carry his projector onto military bases and use it to show instructional films to help train service members. This innovative approach to learning set the tone for decades to come, eventually leading to DeVry’s ‘best of both’ approach to educating students, offering quality on-campus learning as well as a world-class online education. Over the years, our roots in technology have expanded to include a broad selection of programs, offered across five colleges of study.

Today, about 70 percent of college students are defined as “non-traditional” – not the stereotypical college students. They are some of the strongest, most inspiring people you will ever meet. Working moms, soldiers returning from active duty, those who tried college before and are back determined to finish, the first in their families to set foot in a university classroom, and recent high school graduates bound for greatness. These are the students we serve. At DeVry University, because our students are different, we are different, too.

Different in What We Teach
We focus on associate, bachelor’s and master’s degree programs that help prepare students for careers in growing fields. These vast degree programs are offered through five colleges of study and are built with the input of leading companies, so you can be prepared to make a difference in the workforce on day one after graduation.

Different in Where We Teach
With caring faculty and administrators nationwide, as well as delivering online classes and student services, DeVry University is committed to helping all students where and when they need us.

Different in How We Teach
DeVry professors bring years of real-world experience into your classes. They know each of their students by name and encourage, mentor and believe in them. Our small class sizes allow for an intimate, highly engaging learning experience. Our committed staff members guide students through scheduling and finances, coach them on résumés, and help open doors to job interviews. These are the hallmarks of how we educate and support our students.

Different in Why We Teach
Seeing our students reach their potential and transform their lives is an awe-inspiring experience. It is what wakes us up in the morning and inspires us at work each day. We are lucky to be part of something so incredible and so important. This is why we are proud to have more than 250,000 alumni nationwide.

We are grateful for the opportunity to contribute toward your future success and we are excited about what lies ahead for you. All the best as you continue your educational journey.

Sincerely,

Robert Paul
President, DeVry University
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Volume X; effective July 1, 2016. Information updated after this date, including additions and amendments, is available via www.devry.edu/catalogs. It is the responsibility of applicants and students to check for updates.

DeVry University, Inc. is a wholly owned subsidiary of DeVry Education Group, 3005 Highland Pkwy., Ste. 700, Downers Grove, IL 60515, 630.515.7700. DeVry University and its Keller Graduate School of Management operate as DeVry College of New York in New York.

Program availability varies by location. DeVry reserves the right to change terms and conditions outlined in this catalog at any time without notice. Information is current at the time of publication. Photographs in this catalog include those of DeVry sites system-wide. This catalog supersedes all previously published editions and is in effect until a subsequent catalog is published. Visit www.devry.edu/catalogs to access the most current version of this catalog. Information contained herein effective August 29, 2016.

©2016 DeVry Educational Development Corp. All rights reserved. Any trademarks used herein are owned by DeVry Educational Development Corp. or by their respective owners and may not be used without permission from such owners.
DeVry University delivers courses in a session format, with two eight-week sessions offered each semester. Months corresponding to DeVry’s summer, fall and spring semesters are designated in two overlapping calendar cycles. At the time a student matriculates, he/she is assigned to either a Cycle 1 or a Cycle 2 calendar schedule (see Student-Centric Period).

Note: Each session, instruction ends at 11:59 pm MT on Saturday of week eight. No instruction occurs on holidays or during break periods indicated below.

### Cycle 1

<table>
<thead>
<tr>
<th>Semester</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017 Spring Break</td>
<td>Sunday–Sunday, April 23–30</td>
</tr>
<tr>
<td>2017 Summer Break</td>
<td>Sunday–Sunday, June 25–July 2</td>
</tr>
<tr>
<td>2017 Winter Break</td>
<td>Sunday–Sunday, December 17–31</td>
</tr>
<tr>
<td><strong>Cycle 1:</strong></td>
<td><strong>Cycle 2:</strong></td>
</tr>
<tr>
<td><strong>2016 Fall Semester</strong></td>
<td>August 29, 2016–December 17, 2016</td>
</tr>
<tr>
<td><strong>September 2016 Session</strong></td>
<td>Monday, August 29: Session Begins</td>
</tr>
<tr>
<td></td>
<td>Monday, September 5: Labor Day Holiday</td>
</tr>
<tr>
<td></td>
<td>Saturday, October 22: Session Ends</td>
</tr>
<tr>
<td><strong>November 2016 Session</strong></td>
<td>Monday, October 24: Session Begins</td>
</tr>
<tr>
<td></td>
<td>Thursday–Friday, November 24–25: Thanksgiving Break</td>
</tr>
<tr>
<td></td>
<td>Saturday, December 17: Session Ends</td>
</tr>
<tr>
<td><strong>Winter Break</strong></td>
<td>Sunday–Sunday, December 18, 2016–January 1, 2017</td>
</tr>
<tr>
<td><strong>Cycle 1:</strong></td>
<td><strong>Cycle 2:</strong></td>
</tr>
<tr>
<td><strong>2017 Spring Semester</strong></td>
<td>January 2, 2017–April 22, 2017</td>
</tr>
<tr>
<td><strong>January 2017 Session</strong></td>
<td>Monday, January 2: Session Begins</td>
</tr>
<tr>
<td></td>
<td>Monday, January 16: Martin Luther King Jr. Day Holiday</td>
</tr>
<tr>
<td></td>
<td>Saturday, February 25: Session Ends</td>
</tr>
<tr>
<td><strong>March 2017 Session</strong></td>
<td>Monday, February 27: Session Begins</td>
</tr>
<tr>
<td></td>
<td>Friday, April 14: Spring Holiday</td>
</tr>
<tr>
<td></td>
<td>Saturday, April 22: Session Ends</td>
</tr>
<tr>
<td><strong>Spring Break</strong></td>
<td>Sunday–Sunday, April 23–30</td>
</tr>
<tr>
<td><strong>Cycle 1:</strong></td>
<td><strong>Cycle 2:</strong></td>
</tr>
<tr>
<td><strong>2017 Summer Semester</strong></td>
<td>May 1, 2017–August 26, 2017</td>
</tr>
<tr>
<td><strong>May 2017 Session</strong></td>
<td>Monday, May 1: Session Begins</td>
</tr>
<tr>
<td></td>
<td>Monday, May 29: Memorial Day Holiday</td>
</tr>
<tr>
<td></td>
<td>Saturday, June 24: Session Ends</td>
</tr>
<tr>
<td><strong>Summer Break</strong></td>
<td>Sunday–Sunday, June 25–July 2</td>
</tr>
<tr>
<td><strong>July 2017 Session</strong></td>
<td>Monday, July 3: Session Begins</td>
</tr>
<tr>
<td></td>
<td>Tuesday, July 4: Independence Day Holiday</td>
</tr>
<tr>
<td></td>
<td>Saturday, August 26: Session Ends</td>
</tr>
<tr>
<td><strong>Cycle 1:</strong></td>
<td><strong>Cycle 2:</strong></td>
</tr>
<tr>
<td><strong>2017 Fall Semester</strong></td>
<td>August 28, 2017–December 16, 2017</td>
</tr>
<tr>
<td><strong>September 2017 Session</strong></td>
<td>Monday, August 28: Session Begins</td>
</tr>
<tr>
<td></td>
<td>Monday, September 4: Labor Day Holiday</td>
</tr>
<tr>
<td></td>
<td>Saturday, October 21: Session Ends</td>
</tr>
<tr>
<td><strong>November 2017 Session</strong></td>
<td>Monday, October 23: Session Begins</td>
</tr>
<tr>
<td></td>
<td>Thursday–Friday, November 23–24: Thanksgiving Break</td>
</tr>
<tr>
<td></td>
<td>Saturday, December 16: Session Ends</td>
</tr>
</tbody>
</table>

### Cycle 2

<table>
<thead>
<tr>
<th>Semester</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017 Spring Break</td>
<td>Sunday–Sunday, April 23–30</td>
</tr>
<tr>
<td>2017 Summer Break</td>
<td>Sunday–Sunday, June 25–July 2</td>
</tr>
<tr>
<td>2017 Winter Break</td>
<td>Sunday–Sunday, December 17–31</td>
</tr>
<tr>
<td><strong>Cycle 2:</strong></td>
<td><strong>Cycle 1:</strong></td>
</tr>
<tr>
<td><strong>2016 Summer Semester</strong></td>
<td>July 4, 2016–October 22, 2016</td>
</tr>
<tr>
<td><strong>July 2016 Session</strong></td>
<td>Monday, July 4: Session Begins</td>
</tr>
<tr>
<td></td>
<td>Saturday, August 27: Session Ends</td>
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<tr>
<td></td>
<td>Monday, September 5: Labor Day Holiday</td>
</tr>
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<td></td>
<td>Saturday, October 22: Session Ends</td>
</tr>
<tr>
<td><strong>Winter Break</strong></td>
<td>Sunday–Sunday, December 18, 2016–January 1, 2017</td>
</tr>
<tr>
<td><strong>Cycle 2:</strong></td>
<td><strong>Cycle 1:</strong></td>
</tr>
<tr>
<td><strong>2017 Spring Semester</strong></td>
<td>February 27, 2017–June 24, 2017</td>
</tr>
<tr>
<td><strong>March 2017 Session</strong></td>
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<td><strong>Cycle 2:</strong></td>
<td><strong>Cycle 1:</strong></td>
</tr>
<tr>
<td><strong>2017 Fall Semester</strong></td>
<td>July 3, 2017–October 21, 2017</td>
</tr>
<tr>
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<td></td>
<td>Monday, September 4: Labor Day Holiday</td>
</tr>
<tr>
<td></td>
<td>Saturday, October 21: Session Ends</td>
</tr>
</tbody>
</table>
Locations

Additional information, including program availability by location, is available via the web addresses shown below. Students should note that some programs are offered online only; however, selected coursework may be available onsite at some DeVry locations.

California

Anaheim
1900 S. State College Blvd., Ste. 150, Anaheim, CA 92806
714.935.3200
www.devry.edu/universities/us-locations/california/anaheim-center.html

Folsom
950 Iron Point Rd., Folsom, CA 95630
855.577.1494
www.devry.edu/universities/us-locations/california/folsom-campus.html

Fremont
6600 Dumbarton Cr., Fremont, CA 94555
510.574.1200
www.devry.edu/universities/us-locations/california/fremont-campus.html

Inland Empire-Colton
1090 E. Washington St., Ste. H, Colton, CA 92324
909.514.1808
www.devry.edu/universities/us-locations/california/colton-center.html

Long Beach
3880 Kilroy Airport Way, Long Beach, CA 90806
562.427.0861
www.devry.edu/universities/us-locations/california/long-beach-campus.html

Oakland
505 14th St., Ste. 100, Oakland, CA 94612
510.267.1340
www.devry.edu/universities/us-locations/california/oakland-center.html

Palmdale
39115 Trade Center Dr., Ste. 100, Palmdale, CA 93551
661.224.2920
www.devry.edu/universities/us-locations/california/palmdale-center.html

Pomona
901 Corporate Center Dr., Pomona, CA 91768
909.622.8866
www.devry.edu/universities/us-locations/california/pomona-campus.html

San Diego
2655 Camino Del Rio North, Ste. 360, San Diego, CA 92108
619.683.2446
www.devry.edu/universities/us-locations/california/san-diego-campus.html

San Jose
2160 Lundy Ave., Ste. 250, San Jose, CA 95131
408.571.3760
www.devry.edu/universities/us-locations/california/san-jose-center.html

Sherman Oaks
15301 Ventura Blvd., Bldg. D-100, Sherman Oaks, CA 91403
818.713.8111
www.devry.edu/universities/us-locations/california/sherman-oaks-campus.html

Colorado

Colorado Springs
1175 Kelly Johnson Blvd., Colorado Springs, CO 80920
719.632.3000
www.devry.edu/universities/us-locations/colorado/colorado-springs-center.html

Westminster
1870 W. 122nd Ave., Westminster, CO 80234
303.280.7400
www.devry.edu/universities/us-locations/colorado/westminster-campus.html

Florida

Jacksonville
5200 Belfort Rd., Ste. 175, Jacksonville, FL 32256
904.367.4942
www.devry.edu/universities/us-locations/florida/jacksonville-campus.html

Miramar
2300 SW 145th Ave., Miramar, FL 33027
954.499.9775
www.devry.edu/universities/us-locations/florida/miramar-campus.html

Orlando
7352 Greenbriar Pkwy., Orlando, FL 32819
407.345.2800
www.devry.edu/universities/us-locations/florida/orlando-campus.html
Illinois

Addison
1221 N. Swift Rd., Addison, IL 60101
630.953.1300
www.devry.edu/universities/us-locations/illinois/addison-campus.html

Chicago
3300 N. Campbell Ave., Chicago, IL 60618
773.929.8500
www.devry.edu/universities/us-locations/illinois/chicago-campus.html

Chicago Loop
225 W. Washington St., Ste. 100, Chicago, IL 60606
312.372.4900
www.devry.edu/universities/us-locations/illinois/chicago-loop-center.html

Chicago O'Hare
8550 W. Bryn Mawr Ave., Ste. 450, Chicago, IL 60631
773.695.1000
www.devry.edu/universities/us-locations/illinois/chicago-ohare-center.html

Downers Grove
3005 Highland Pkwy., Ste. 100, Downers Grove, IL 60515
630.515.3000
www.devry.edu/universities/us-locations/illinois/downers-grove-center.html

Elgin
2250 Point Blvd., Ste. 250, Elgin, IL 60123
847.649.3980
www.devry.edu/universities/us-locations/illinois/elgin-center.html

Gurnee
1075 Tri-State Pkwy., Ste. 800, Gurnee, IL 60031
847.855.2649
www.devry.edu/universities/us-locations/illinois/gurnee-center.html

Naperville
2056 Westings Ave., Ste. 40, Naperville, IL 60563
630.428.9086
www.devry.edu/universities/us-locations/illinois/naperville-center.html

Tinley Park
18624 W. Creek Dr., Tinley Park, IL 60477
708.342.3300
www.devry.edu/universities/us-locations/illinois/tinley-park-campus.html
DeVry Online Delivery

For more than a decade, DeVry has leveraged the Internet to deliver high-quality educational offerings and services online.

Integrating online capabilities with its proven educational methodologies, DeVry offers “anytime, anywhere” education to students who reside beyond the geographic reach of DeVry locations, whose schedules preclude onsite attendance or who want to take advantage of the tremendous flexibility afforded by online attendance. Interactive information technology enables students to effectively communicate with professors, as well as to participate in group activities with fellow online students.

DeVry’s online learning platform – accessible 24 hours a day, seven days a week – offers:

- Course syllabi and assignments, DeVry’s virtual library and other web-based resources.
- Email, threaded conversations and chat rooms.
- Text and course materials, available through DeVry’s online bookstore.
- DVD companion discs.
- Study notes or “professor lectures” for student review.

Professors for online courses are drawn from DeVry’s faculty throughout North America as well as from leading organizations in business and technology. To ensure effective delivery of courses, and to facilitate participation from all class members, professors teaching online complete specialized instruction to prepare them to teach via this medium. As a result, students are provided with a comprehensive learning experience that enables them to master course content.

Students taking advantage of DeVry’s dynamic online learning experience are supported by a team of professionals in suburban Chicago. Together, the team provides students with support services including admission and registration information, academic advising and financial aid information. Students can complete all administrative details online, including purchasing textbooks.
DeVry Leadership, Mission & Quality

Backing all DeVry University degree programs and services is a solid core of experts in the education arena as well as seasoned business professionals. These leaders lend their expertise to the University to enhance our value to students and the communities we serve.

A hallmark of a DeVry University education is the accreditation the University has been granted from The Higher Learning Commission. The in-depth accreditation process, along with program-specific accreditations, provides assurance that rigorous standards of quality have been met.

The following pages feature DeVry leadership, our mission and purposes, as well as detailed information on our accreditation and state approvals.

Our job is to help our students achieve success and a better life through education.
DeVry Education Group Leadership

DeVry Education Group
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Christopher Begley
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Executive Chairman of the Board and Founding Chief Executive Officer (Retired)
Hospira, Inc.

David Brown, Esq.
Attorney-at-Law (Retired)

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The Dow Chemical Company

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President, Carrington College

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Senior Vice President, External Relations

Patrick Unzicker
Senior Vice President, Chief Financial Officer and Treasurer

Chris Nash
Chief Information Officer

Robert Paul
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Steven Riehs
Group President

John Roselli
President, Becker Professional Education

Lisa Wardell
President and Chief Executive Officer
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Lori Davis
Vice President, Human Resources

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Terri Hines
Vice President, Operations Services

Kerry Kopera
Vice President, Finance

Robert Paul
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George Mason University

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Defined Contribution Plans Director
The Dow Chemical Company

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President
DeVry University

Donna Rekau, PhD
Interim Vice President of Academic Affairs/Provost
DeVry University

Richard Rodriguez, JD
Board Chair
Vice President and Business Development Director
Lend Lease

Newton Walpert
Vice President and General Manager
Hewlett-Packard Company
Mission, Accreditation & Approvals

Mission and Purposes
The mission of DeVry University is to foster student learning through high-quality, career-oriented education integrating technology, science, business and the arts. The university delivers practitioner-oriented undergraduate and graduate programs onsite and online to meet the needs of a diverse and geographically dispersed student population.

DeVry University seeks to consistently achieve the following purposes:
• To offer applications-oriented undergraduate education that includes a well-designed liberal arts and sciences component to broaden student learning and strengthen long-term personal and career potential.
• To offer practitioner-oriented graduate education that focuses on the applied concepts and skills required for success in a global economy.
• To provide market-driven curricula developed, tested, and continually improved by faculty and administrators through regular outcomes assessment and external consultation with business leaders and other educators.
• To continually examine the evolving needs of students and employers for career-oriented higher education programs as a basis for development of additional programs.
• To promote teaching excellence through comprehensive faculty training and professional development opportunities.
• To provide an interactive and collaborative educational environment that strengthens learning, provides credentialing opportunities, and contributes to lifelong educational and professional growth.
• To provide student services that contribute to academic success, personal development, and career potential.
• To serve student and employer needs by offering effective career entry and career development services.

Institutional Accreditation
Note: Copies of documents describing DeVry University’s accreditation, as well as its state and federal approvals, are available for review from the chief location administrator.

DeVry University is accredited by the Higher Learning Commission (HLC), www.hlcommission.org. The HLC is a regional agency that accredits U.S. colleges and universities at the institutional level; is recognized by both the U.S. Department of Education and the Council for Higher Education Accreditation; and accredits approximately one-third of U.S. regionally accredited public and private institutions. Accreditation provides assurance to the public and to prospective students that standards of quality have been met. Contact information for the HLC is:
The Higher Learning Commission
230 S. LaSalle St., Ste. 7-500, Chicago, IL 60604
800.621.7440
www.hlcommission.org
DeVry University is a member of the Council for Higher Education Accreditation, a national advocate and institutional voice for self-regulation of academic quality through accreditation. CHEA, an association of 3,000 degree-granting colleges and universities, recognizes 60 institutional and programmatic accrediting organizations.

Approvals
California: DeVry is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations. For additional information please visit the Bureau’s Internet website at www.bppe.ca.gov.

Colorado: DeVry is approved to operate by the Colorado Commission on Higher Education, 1560 Broadway, Ste. 1600, Denver 80202, 303.866.2723.

Florida: DeVry is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 W. Gaines St., Ste. 1414, Tallahassee 32399-0400, toll-free telephone number 888.224.6684.

Georgia: DeVry is authorized under the Nonpublic Postsecondary Educational Institutions Act of 1990 by the Georgia Nonpublic Postsecondary Education Commission, 2082 E. Exchange Pl., Ste. 220, Tucker 30084, 770.414.3300.


Indiana: This institution is authorized by Indiana Board for Proprietary Education, 101 W. Ohio St., Ste. 300, Indianapolis 46204-4206.

Kansas: DeVry is approved by the Kansas Board of Regents, 1000 SW Jackson St., Ste. 520, Topeka 66612, 785.296.3421.

Minnesota: DeVry University is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Oregon: This school is a unit of a business corporation authorized by the State of Oregon to offer and confer the academic degrees described herein, following a determination that state academic standards will be satisfied under OAR chapter 583, division 30. Inquiries concerning the standards or school compliance may be directed to the Commission, 775 Court St. NE, Salem 97301.

Tennessee: DeVry University is authorized by the Tennessee Higher Education Commission, Parkway Towers, Ste. 1900, Nashville 37243, 615.741.5293. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

Texas: DeVry is authorized to grant degrees by the Texas Higher Education Coordinating Board, Box 12788, Austin 78771, 512.427.6225, 512.427.6168 fax. These programs are not approved or regulated by the Texas Workforce Commission.

Virginia: DeVry is certified to operate by the State Council of Higher Education for Virginia, 101 N. 14th St., Richmond 23219, 804.255.2621.
**Washington:** DeVry University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes DeVry University to advertise and recruit for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.

Selected programs of study at DeVry University are approved by the Workforce Training and Education Coordinating Board’s State Approving Agency (WTECB/SAA) for enrollment of those eligible to receive benefits under Title 38 and Title 10, USC.

DeVry University does not and will not provide any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollment or financial aid to any persons or entities engaged in any student recruiting or admissions activities or in making decisions regarding the award of student financial assistance.

**Wisconsin:** DeVry is approved by the Wisconsin Educational Approval Board, 201 W. Washington Ave., 3rd Flr., Madison 53708-8696, 608.266.1996.

**Bankruptcy Statement**
DeVry University does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the U.S. Bankruptcy Code.
Programs of Study

College of Liberal Arts & Sciences, School of Education

- Curriculum Leadership – Graduate Certificate
- Education – Master’s Degree
- Educational Leadership – Graduate Certificate
- Educational Technology – Master’s Degree
- Educational Technology – Graduate Certificate
- Higher Education Leadership – Graduate Certificate
At the graduate level, the School of Education within DeVry University's College of Liberal Arts & Sciences offers education-focused programs that enable full-time students as well as working professionals to enhance their career potential and value to employers.

Addressing the need for professionals who can effectively implement advances in the education, educational technology and management arenas, DeVry’s curricula – developed and updated with input from professional educators and with guidance from the University’s Board of Trustees – provide an enriching learning experience through real-world projects, case studies, collaborative learning and more. Programs are delivered through DeVry’s practitioner faculty, who bring industry experience to the learning environment as they translate current theory into practice.

The following pages provide details on the master’s degree programs and graduate certificates offered in the School of Education. Information on bachelor’s degree programs offered through the College of Liberal Arts & Sciences is available in DeVry University’s U.S. academic catalog, available via [www.devry.edu/catalogs](http://www.devry.edu/catalogs).

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<th>LIBERAL ARTS &amp; SCIENCES PROGRAMS</th>
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The Master of Science degree program in Education is designed to increase skills and knowledge across specific teaching disciplines and levels, preparing graduates to assume greater leadership roles within a school or school system. The program is designed for K–12 teachers already holding teaching certification credentials and for those interested in advancing their careers in higher education. The program offers concentrations as shown in the following outline.

Program Objectives
The MSEd program is designed to produce graduates who are able to:

• Evaluate major issues, proposals, policies and reforms associated with contemporary education.
• Analyze classroom and school-wide educational technology needs and propose approaches for deploying learning solutions that can use dynamic new media.
• Evaluate and design formative monitoring with summative measures that are diagnostically rich.
• Apply educational leadership principles to enhance professional development.
• Conduct academic inquiry and written individual or group project research that integrates the program’s core and concentration courses.

The program requires successful completion of 36 semester-credit hours, including credit hours earned in concentration-specific coursework. Total program length varies based on the number of courses taken per eight-week session. Courses are distributed as outlined below. Additional course information is found in Course Offerings and in Course Descriptions.

Students must declare a concentration prior to graduation; successful completion of a concentration is noted on transcripts.

Program Core Courses
four required
all three required of all MSED students
EDUC512 Educational Technology and Emerging Media
EDUC515 Educational Research
EDUC518 Educational Measurement and Assessment
required for students selecting the Curriculum Leadership or Educational Leadership concentration
EDUC510 Contemporary Issues in Education
required for students selecting the Higher Education Leadership concentration
EDUC511 Issues in Higher Education

Program Alternates
six semester-credit hours required
Students may choose from the following courses or from concentration courses not applicable to the chosen concentration, provided prerequisites are met.
EDT590 Assistive Technology for Learning
EDUC573 Learning Theory and Psychology
EDUC574 Educational Organizational Behavior
HRM595 Negotiation Skills
MGMT570 Managing Conflict in the Workplace
PROJ586 Project Management Systems
SEC571 Principles of Information Security

Program Capstone – one option is selected
student support advisor/academic advisor approval required for selection
Master’s Project
both required
EDUC640 Educational Research Project I
EDUC641 Educational Research Project II
Master’s Thesis
both required
EDUC670 Thesis Research
EDUC671 Thesis Writing
additional course option; student support advisor/academic advisor approval required
EDUC680–EDUC685 Thesis Writing Extension

Concentration – one option is selected
Curriculum Leadership
all four required
EDUC520 Curriculum Development I
EDUC521 Curriculum Development II
EDUC525 Educational Program Evaluation
EDUC530 Educational Leadership
Educational Leadership
all four required
EDUC525 Educational Program Evaluation
EDUC530 Educational Leadership
EDUC535 School Law and Policy Issues
EDUC537 School Finance
Higher Education Leadership
all four required
EDUC531 Higher Education Leadership
EDUC550 Student Affairs in Higher Education
EDUC553 Financial Management in Higher Education
EDUC555 Faculty Development in Higher Education

See notes on page 16.
For comprehensive consumer information, visit devry.edu/me-ge
For additional program information, visit devry.edu/me
Education, continued

General Graduate Certificate Requirements
For students who wish to specialize in education without completing the entire MSEd degree program, graduate certificate options are available. These certificates require 18 semester-credit hours (six courses) and have the same admission requirements as the MSEd program. Those who have been admitted must inform their student support advisor/academic advisor of their intent to pursue a certificate by submitting the Graduate Student Certificate Completion Notification form.

Students are eligible to receive their certificate upon:
- Successfully completing coursework outlined for their certificate.
- Satisfying all course prerequisites.
- Achieving a minimum cumulative grade point average of 3.00.
- Resolving all financial obligations.

Certificate requirements may be satisfied through a maximum of three semester-credit hours of transfer credit, course waivers or course exemptions. A course may be applied to one graduate certificate only.

Graduate Certificate in Curriculum Leadership
all five required
EDUC515 Educational Research
EDUC520 Curriculum Development I
EDUC521 Curriculum Development II
EDUC525 Educational Program Evaluation
EDUC530 Educational Leadership

one required
Students select from EDUC courses for which prerequisites have been met.

For comprehensive consumer information, visit devry.edu/gcl
For additional program information, visit devry.edu/gcl

Graduate Certificate in Educational Leadership
all four required
EDUC510 Contemporary Issues in Education
EDUC515 Educational Research
EDUC525 Educational Program Evaluation
EDUC530 Educational Leadership

one required
EDUC535 School Law and Policy Issues
EDUC537 School Finance

one required
Students select from EDUC courses for which prerequisites have been met.

For comprehensive consumer information, visit devry.edu/gel
For additional program information, visit devry.edu/gel

Graduate Certificate in Higher Education Leadership
all five required
EDUC511 Issues in Higher Education
EDUC531 Higher Education Leadership
EDUC550 Student Affairs in Higher Education
EDUC553 Financial Management in Higher Education
EDUC555 Faculty Development in Higher Education

one required
Students select from EDUC courses for which prerequisites have been met.

For comprehensive consumer information, visit devry.edu/ghel
For additional program information, visit devry.edu/ghel

Notes:
Foundations of Managerial Mathematics, MATH500, must be completed successfully by students requiring additional mathematics preparation (see Prerequisite Skills Requirements).

Foundations of Professional Communication, ENGL510, must be completed successfully by students requiring additional development of writing skills (see Prerequisite Skills Requirements).

Course requirements may be satisfied through a maximum of six semester-credit hours of course exemptions (see Course Exemptions).

This program is not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether program degree holders may qualify for salary advancement.

Credits and degrees earned from this institution do not automatically qualify the holder to practice certain professions or gain certification in their field. Persons interested in practicing a regulated profession must contact the appropriate state regulatory agency for their field of interest.

This program is not available to residents of Arkansas and Kentucky.
Master’s Degree Program in Educational Technology

The Master of Science degree program in Educational Technology prepares teachers and other education professionals to systematically develop and use technology to support teaching and learning in the classroom, their schools and other learning environments. The program provides a firm foundation of learning theory and instructional design for appropriate decision-making about educational technology and other instructional solutions.

Program Objectives
The program is designed to produce graduates who are able to:

• Apply instructional design theories to educational technology.
• Develop strategies to integrate educational technologies into the learning process.
• Develop web-based platforms to support learning communities.
• Evaluate the effectiveness of educational technology solutions.
• Use project management and planning techniques for educational technology proposals and implementation.

The MSET program requires successful completion of 36 semester-credit hours. Total program length varies based on the number of courses taken per eight-week session. Courses are distributed as outlined below.

The MSET program is offered online only. Selected coursework may be available onsite at some DeVry University locations.

Additional course information is found in Course Offerings and in Course Descriptions.

Program Core Courses
all 10 required
EDT505 Introduction to Educational Technology
EDT520 Instructional Design for Educational Technology
EDT525 Interactive Learning Systems
EDT530 Educational Software Selection and Use
EDT535 Assessment and Evaluation for Technology Standards
EDT542 Educational Technology Integration
EDT560 Leadership Planning in Educational Technology
EDT570 Emerging Educational Technology
EDT590 Assistive Technology for Learning
EDT600 Educational Technology Planning

Elective Courses
any two required
Students may choose any two for which the prerequisite(s) have been met.
EDT580 Introduction to Authoring Software
EDUC515 Educational Research
HRM592 Training and Development
MGMT591 Leadership and Organizational Behavior
MIS535 Managerial Applications of Information Technology

Graduate Certificate in Educational Technology

For students who wish to specialize in educational technology without completing the entire degree program, a certificate option is available. Those who have been admitted must inform their student support advisor/academic advisor of their intent to pursue the certificate by submitting the Graduate Student Certificate Completion Notification form.

The graduate certificate in Educational Technology requires successful completion of coursework distributed as outlined below. Total program length varies based on the number of courses taken per eight-week session.

The graduate certificate offering is available online only. Selected coursework may be offered onsite at some DeVry University locations.

Required Courses
all five required
EDT505 Introduction to Educational Technology
EDT520 Instructional Design for Educational Technology
EDT525 Interactive Learning Systems
EDT530 Educational Software Selection and Use
EDT535 Assessment and Evaluation for Technology Standards

Elective Courses
any two required
EDT542 Educational Technology Integration
EDT560 Leadership Planning in Educational Technology
EDT570 Emerging Educational Technology
EDT580 Introduction to Authoring Software
EDT590 Assistive Technology for Learning
EDUC515 Educational Research

In addition, students must:

• Satisfy all course prerequisites through practical experience or related coursework.
• Achieve a minimum cumulative grade point average of 3.00.
• Resolve all financial obligations to the University.

Graduate certificate requirements may be satisfied through a maximum of three semester-credit hours of transfer credit or course waivers.

For comprehensive consumer information, visit devry.edu/get-ge
For additional program information, visit devry.edu/get

Notes:

Computer Application Basics, EDT500, must be completed successfully by students requiring additional development of computer application skills (see Prerequisite Skills Requirements).

Foundations of Managerial Mathematics, MATH500, must be completed successfully by students requiring additional mathematics preparation (see Prerequisite Skills Requirements).

Foundations of Professional Communication, ENGL510, must be completed successfully by students requiring additional development of writing skills (see Prerequisite Skills Requirements).

This program is not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether program degree holders may qualify for salary advancement.

Credits and degrees earned from this institution do not automatically qualify the holder to practice certain professions or gain certification in their field. Persons interested in practicing a regulated profession must contact the appropriate state regulatory agency for their field of interest.

This program is not available to residents of Kentucky.
Course Offerings

Following is a list of courses from which students may choose, provided prerequisites are met. Courses are presented alphabetically, by course designator. To learn more about each course, see Course Descriptions.

Some courses shown may be offered at some of the University’s onsite locations. For a complete list of DeVry University locations, visit www.devry.edu. Additional elective courses may be chosen from those outlined in DeVry University’s Keller Graduate School of Management academic catalog, available via www.keller.edu/catalog.

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Course Descriptions

Following are descriptions of courses from which students may choose, provided prerequisites are met. To learn which courses apply to the chosen curriculum, see Programs of Study, which provides details on required courses and alternate choices.

Some courses shown may be offered at some of the University’s onsite locations. For a complete list of DeVry University locations, visit www.devry.edu.

Additional elective courses may be chosen from those outlined in DeVry University’s Keller Graduate School of Management academic catalog, available via www.keller.edu/catalog.

Course descriptions are presented alphabetically, by course designator. Students without prerequisites for a course who believe they have compensating work or educational experience may submit a request to waive prerequisite(s) to the admissions representative/student support advisor/academic advisor.

Courses are three semester-credit hours unless otherwise noted.

DeVry’s diverse course offerings are specifically designed and updated with students’ career success in mind.
EDUCATIONAL TECHNOLOGY

EDT500 Computer Application Basics
This course introduces basic concepts and principles underlying personal productivity tools widely used in business such as word processors, spreadsheets, email and web browsers. Students also learn basic computer terminology and concepts. Hands-on exercises provide students with experience in use of PCs and current personal productivity tools. Students earn grades of A, B or F upon course completion. The final grade earned in this course is not used in GPA calculations, and credit hours earned are not applicable to credit hours required for graduation. This course may not be applied to elective course requirements in any program. No prerequisite

EDT505 Introduction to Educational Technology
This course explores technology's role in an educational environment and introduces key issues surrounding technology integration and applications in various school settings. Current issues in educational technology and relevant professional resources are introduced. Current best practices in the field are also discussed. No prerequisite

EDT510 Mastering the Personal Computer
This course enhances students' skills in using PCs for preparation, presentation and administration. Aspects of PC hardware and software are addressed through examination of operating systems and tools; hardware peripherals; storage media; browser tools; and issues related to purchasing, upgrading and seeking technical support. No prerequisite

EDT520 Instructional Design for Educational Technology
This research-based course explores the methodical approach to instructional design for educational technology, including needs assessment and analysis of available educational technologies for identified learning objectives. Students apply instructional design principles to effectively integrate educational technology. No prerequisite

EDT525 Interactive Learning Systems
This course introduces interactive learning systems used to construct course frameworks that enhance learning. Students use an optimal mix of multimedia, web resources and interactive media content to stimulate visual and audio effects among various learning populations. Students research and evaluate established and emerging educational technologies, as well as examine their potential applications in the classroom. No prerequisite

EDT530 Educational Software Selection and Use
This project-based course prepares students to evaluate and test educational software to support school-specific as well as personal teaching goals. Students explore software provided by publishers, off-the-shelf products and basic self-developed programs. Prerequisite: EDT505

EDT535 Assessment and Evaluation for Technology Standards
This course focuses on evaluation and assessment methods used to determine whether programs meet local and state technology standards, and for continuous technology improvement. Topics include translating technology standards into measurable outcomes; quantitative and qualitative assessment and evaluation methods; course, program and departmental outcomes and resources; and descriptive and inferential statistics used in assessment and evaluation. Prerequisite: EDT520

EDT542 Educational Technology Integration
This case-based course focuses on optimizing students' learning experience through integration of face-to-face and computer-mediated teaching strategies and tools. Students develop a lesson plan applicable to a specific learning population and its identified needs. Prerequisites: EDT520 and EDT530

EDT560 Leadership Planning in Educational Technology
Students in this course develop leadership and management skills to champion use of technology in their educational communities, composed of students, parents, colleagues and administrators. Case studies and practice exercises help students refine their skills in project management, cost-benefit analysis, training and mentoring, personal development and securing program funding. Prerequisite: EDT525

EDT570 Emerging Educational Technology
This course investigates emerging technologies in education and introduces approaches to analyzing and evaluating these technologies. Topics include trends in software, hardware, communication devices and education-specific applications such as computer-based instruction. The impact of changes in popular learning technology on society is considered, as are the effects of technology on how students learn. No prerequisite

EDT580 Introduction to Authoring Software
Students in this collaborative project-based course examine common authoring software used for instructional purposes and based on sound instructional design principles. Practice module development, programmed instruction, simulations and evaluation are covered. Prerequisite: EDT520

EDT590 Assistive Technology for Learning
This course examines assistive technologies that enhance the learning process for individuals with oral, aural, visual, motor and other disabilities or limitations. Coursework addresses hardware and software solutions, as well as specific learning strategies. Needs assessment, performance with assistive technologies and legal compliance issues are introduced. Prerequisite: EDT535 or EDUC512

EDT600 Educational Technology Planning
Students in this capstone course work independently to develop an initial proposal and a subsequent plan for solving a specific classroom, school or district need. The proposal and plan include aspects of software selection, effective use of the Internet, creating learning communities, integrating technology into the classroom and life-cycle project planning, all with assistive technology in mind. In addition to providing the written plan, each student leads a class discussion of the plan. Prerequisite: successful completion of all other MSET program core courses and permission from the appropriate academic administrator
EDUCATION

EDUC510 Contemporary Issues in Education
In this course, students evaluate viewpoints on contemporary issues and trends in education theory and practice – and in teaching – from both school and national perspectives. The roles of education; curriculum; school environment, structure and purpose; accountability; accessibility; funding; and policies are addressed. Aspects of grant writing are also covered. No prerequisite

EDUC511 Issues in Higher Education
This course introduces major themes and issues in higher education, with current practices and challenges considered from their historical and social origins. Faculty characteristics, professionalism, roles and responsibilities, barriers to diversity and coping with change are explored. Curriculum and instruction in new learning environments, with shifting discipline focuses and diverse student expectations, are studied. Changing approaches to higher education administration and the impact of policy are covered. No prerequisite

EDUC512 Educational Technology and Emerging Media
This course explores how computers, web-based resources and multimedia are used to engage primary and secondary school students in problem-solving, creative inquiry and collaborative learning. Lesson plans that integrate contemporary and classroom-of-the-future designs in support of active learning are developed. No prerequisite

EDUC515 Educational Research
This course examines skills and competencies needed to critically review, assess and evaluate educational research. Quantitative methods of research and related statistical methods are examined, as are qualitative research approaches. Students become familiar with using statistical software. No prerequisite

EDUC518 Educational Measurement and Assessment
This course examines theories and techniques of educational measurement and assessment for curriculum planning, development, delivery, feedback and improvement. Types of tests, test data and interpretation approaches are considered for analyzing assessment and evaluation strategies. No prerequisite

EDUC520 Curriculum Development I
This course covers historical perspectives of curriculum influences as well as key curricular changes of the last century. Shifting conceptions of curriculum, as well as paradigms of renewal and reform in the field, are also examined. The nature of the learner is emphasized, as are conflicting educational theories of curriculum. No prerequisite

EDUC521 Curriculum Development II
This course, a continuation of EDUC520, examines the structure and mechanics of curriculum development and improvement, as well as renewal processes. Coursework addresses proposals for reform-based change of curricular priorities and polarities, and teacher and administrator roles in curriculum development. Prerequisite: EDUC520

EDUC525 Educational Program Evaluation
This course introduces theory and practice of program evaluation in general, and specifically evaluation of educational programs. Students consider stakeholder requirements, evaluation type and procedures, and data collection approaches for balanced reporting as they engage in educational program evaluation projects. Prerequisite: EDUC515

EDUC530 Educational Leadership
This course examines change strategies related to instruction, teaching methodology, and leadership styles as they pertain to contemporary concepts and theories of elementary and secondary school supervision. Coursework addresses models of authority, decision-making, communications and conflict resolution. The course also emphasizes facilitating leadership to create a work climate supportive of excellence in teaching and learning. No prerequisite

EDUC531 Higher Education Leadership
This course examines theories of higher education leadership through contemporary cases grounded in history and practice and framed in approaches to “theories for action.” College and university leadership through diagnosis, problem solving and systemic design is examined, as is managing diverse personalities, talent, cultures, communities and agendas. Topics also include creativity and commitment in leadership. No prerequisite

EDUC535 School Law and Policy Issues
This course provides an overview of contemporary legal issues facing the education community. A legal framework for policy based in constitutional, statutory and case law is examined as it pertains to teachers, administrators and students. Topics include school choice, testing, funding, religious and immigration rights, campus safety issues and ethical considerations. No prerequisite

EDUC537 School Finance
This course examines major principles of educational finance as they relate to funding American public education. State and national models of educational finance are introduced, as is fiscal policy. Longstanding and emerging issues confronting school finances are examined. No prerequisite

EDUC550 Student Affairs in Higher Education
This course introduces the student affairs profession, from its historical and philosophical foundation, to practical aspects of organization and administration of services and programs supporting post-secondary students. Student affairs roles are examined, as are models for designing, managing and evaluating student affairs programs. Ethics and compliance aspects of advising students are covered. No prerequisite

EDUC553 Financial Management in Higher Education
This course introduces cash flow management and fiscal responsibility in post-secondary settings. Financial planning for long-term (capital), short-term (operational) and self-supporting (auxiliary) resource allocations are emphasized. Budgeting revenues and expenses, public versus private funding, and recognition of cycles and politics are also examined. No prerequisite

EDUC555 Faculty Development in Higher Education
This course examines critical aspects of career-long faculty development in higher education. Topics include design and process of establishing sustainable faculty development programs across institutional types, as well as assessment, evaluation, diversity and technology in educational development. No prerequisite

EDUC573 Learning Theory and Psychology
This course focuses on how individuals learn and develop, as well as on how the classroom environment can support learning and build learning communities. In addition, coursework demonstrates how learning theory can be used to inform teaching practice. Teaching and learning processes that enhance students’ motivation to learn are also discussed. No prerequisite
EDUC574 Educational Organizational Behavior
This course helps students develop educational leadership strengths through application of organizational behavior principles. Coursework highlights inter- and intrapersonal dynamics as they affect achievement of educational goals; tools used to systematically examine organizational behavior; and underlying theories. No prerequisite

EDUC640 Educational Research Project I
Students in this course develop an agenda for an applied educational research project. Project plans include objectives, rationales, timelines, resource requirements (including costs, if any) and required sponsorship. Under guidance of their instructor, students propose specific deliverables and levels of analysis, and also provide a detailed log of weekly activities related to project objectives. Prerequisite: successful completion of all program core courses

EDUC641 Educational Research Project II
Students in this course, a continuation of EDUC640, complete all project deliverables, including a formal presentation of their research findings. Prerequisite: EDUC640

EDUC670 Thesis Research
Students in this course work individually to identify a research topic and then seek approval of the topic from their advisor. Once approval is secured, students complete a thorough review of relevant literature, describe their research design and methods, and work to obtain required approvals from human subjects used in their research as well as from organizations where research will be conducted. Prerequisite: successful completion of all program core courses

EDUC671 Thesis Writing
Based on comprehensive research conducted in EDUC670, students in this course write their theses, which present research findings and related conclusions. Prerequisite: EDUC670

EDUC680–EDUC685 Thesis Writing Extension (1 credit hour each)
This course provides students with additional time to prepare thesis materials and consult their advisors during the writing process. Students who plan to take advantage of this additional course must contact their advisors. The course is graded on a Satisfactory/Unsatisfactory basis. Prerequisite: EDUC671

ENGLISH

ENGL510 Foundations of Professional Communication
This course helps improve students’ ability to communicate effectively in professional environments by enhancing their understanding of ways in which language is used to accomplish various purposes and shape readers’ responses in business situations. Building on an understanding of audience, purpose and the writing process, students learn to create effective messages for a variety of business contexts. Topics include business letters, memos and short reports; message organization and design; strategies for oral presentations; and grammar, punctuation and style. Students also explore the influences of technology, ethics and the global workplace on effective communication. Students earn grades of A, B or F upon course completion. The final grade earned in this course is not used in GPA calculations, and credit hours earned are not applicable to credit hours required for graduation. This course may not be applied to elective course requirements in any program. No prerequisite

HUMAN RESOURCE MANAGEMENT

HRM592 Training and Development
This course surveys training, and employee and organizational development techniques organizations use to build group and individual skills while tying anticipated results to improvements in organizational effectiveness. Topics related to creating such a development strategy include conducting needs analyses, linking identified needs to business objectives, developing an implementation plan, implementing the plan using a variety of modalities and best practices, and assessing results. These aspects are covered for both individual and group enhancement. No prerequisite

HRM595 Negotiation Skills
This course introduces general business negotiation techniques, strategies and tactics. Strategies focus on approaches to negotiation situations; tactics focus on moves effectuated during negotiations. In addition to developing and enhancing students’ negotiating proficiency, the course emphasizes processes and methods of conflict resolution. Topics include preparing for negotiations; distributive and integrative bargaining; resolution of impasse; ethics; the roles of power, personality and dispute resolution processes; and communication processes. Students use developed skills in the classroom, electronically and through telephonic negotiation situations. No prerequisite

MATHEMATICS

MATH500 Foundations of Managerial Mathematics
This course prepares students in quantitative skills useful to managers. The course covers selected algebra topics, mathematics for finance and descriptive statistics. Students earn grades of A, B or F upon course completion. The final grade earned in this course is not used in GPA calculations, and credit hours earned are not applicable to credit hours required for graduation. This course may not be applied to elective course requirements in any program. No prerequisite

GENERAL MANAGEMENT

MGMT570 Managing Conflict in the Workplace
Students in this course review core concepts and theoretical frameworks in order to develop practical skills for preventing and managing workplace and personal conflict, and for learning effective tools for resolving disputes. Topics include the nature of conflict, conflict styles, communication, conflict dynamics, conflict intervention strategy and tactics, and third-party intervention. Case studies are used. No prerequisite

MGMT591 Leadership and Organizational Behavior
This course examines inter- and intrapersonal dynamics as they affect achievement of corporate goals. Topics include theories of organizational behavior concepts and applications, including motivation, group dynamics, organizational communication processes, leadership, power, authority, team building and organizational development. Managing change in a complex domestic and international environment is also emphasized. Students are provided with a solid foundation for examining organizational behavior in a systematic manner. No prerequisite
INFORMATION SYSTEMS MANAGEMENT

MIS535 Managerial Applications of Information Technology
This course introduces structures, applications and management of corporate information systems. Coursework investigates how technology is changing the way we conduct communication, make decisions, manage people and improve business processes, as well as how it adds value to business. Students access the Internet to gather and use information, and analyze business decisions using decision support tools. **No prerequisite**

PROJECT MANAGEMENT

PROJ586 Project Management Systems
With an emphasis on planning, this course introduces project management fundamentals and principles from the standpoint of the manager who must organize, plan, implement and control nonroutine activities to achieve schedule, budget and performance objectives. Topics include project life cycles, organization and charters; work breakdown structures; responsibility matrixes; as well as planning, budgeting and scheduling systems. Planning and control methods such as PERT/CPM, Gantt charts, earned value systems, project management software applications and project audits are introduced. **No prerequisite**

SECURITY

SEC571 Principles of Information Security and Privacy
This course provides a broad overview of security in information systems. Covered are various aspects of security in computing, including security threats and controls; basic cryptography and its applications; network intrusion detection and prevention; security administration and planning; anonymity and privacy; legal issues; protection; and ethics. Coursework also examines controls in information systems, and addresses security issues surrounding information systems and computer-generated data. **No prerequisite**
Message from the Provost

Building on a tradition of excellence. That’s what DeVry University is all about. This tradition has thrived over the years through the dedicated efforts of our professors and administrators as they design, enhance and deliver our programs; our support of the business communities that embrace our graduates; and the important contributions of our alumni, whose success continues to build upon DeVry’s good name. But most of all the tradition is served by students who set their goals and expectations higher than most, and who are committed to success through education.

Our world continues to advance through the power of technology – transforming our workplaces, our homes and communities – and will continue to do so. Your decision to pursue a master’s degree or graduate certificate is a positive step in gaining the knowledge and skills critical to growing professionally and personally, and to succeeding in this changing environment.

To support your quest for success, DeVry University provides you with the highest quality graduate education. Add to this our flexible schedules and our commitment to serving working adults and you have a powerful combination that’s helped thousands of DeVry University alumni balance family and work while achieving their education goals.

On behalf of the faculty and staff of DeVry University, I congratulate you on your decision to make this important investment in your future, to better your life through the power of education and to join our tradition of excellence.

All the best,

Donna A. Rekau, PhD
Associate Provost

Supporting you every step of the way are administrators and professors dedicated to helping you succeed.
To ensure that students gain the most relevant education, DeVry University combines the expertise of seasoned education administrators and a nationwide faculty of hundreds of dedicated full-time professors plus thousands of other faculty. Together, these professionals focus squarely on making your academic experience valuable, meaningful and relevant to employers’ needs.

Nearly all DeVry University faculty hold master’s degrees, PhDs or other doctorate degrees and bring their passion for teaching to the learning environment every day. Through rigorous training, the University prepares new professors to teach and fully supports all faculty in their ongoing dedication to educational excellence. Our professors rely on thorough curriculum guides to present courses and then supplement course delivery with various instructional activities geared toward students’ career success.

In addition, to remain current on advances in their fields, many DeVry University faculty and administrators actively participate in leading industry professional organizations, as well as in organizations dedicated to excellence in education programs and services.

The following pages present University administrators by region and location. Administration rosters are followed by lists of full-time professors teaching within each state, and online. Faculty may teach at the graduate or undergraduate level; often they teach courses at both levels. Information on professors teaching at a specific DeVry University location is available from local staff members.

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Administration

**SOUTHWEST REGION**

**Southern California**

**Executive Administrators**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Institution</th>
</tr>
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<tbody>
<tr>
<td>Ivonna Edkins</td>
<td>Group President</td>
<td>MBA University of Phoenix</td>
</tr>
<tr>
<td>Tennille Zeiler</td>
<td>Group Dean of Academic Excellence</td>
<td>MS California School of Professional Psychology, PhD California School of Professional Psychology</td>
</tr>
<tr>
<td>Asif Shaw</td>
<td>Group Director of Admissions</td>
<td>BCIS DeVry University</td>
</tr>
<tr>
<td>Michael Chase</td>
<td>Group Director of Student Central</td>
<td>MBA Keller Graduate School of Management</td>
</tr>
<tr>
<td>Kara Yamashita</td>
<td>Group Director of Career Services</td>
<td>MPM Keller Graduate School of Management</td>
</tr>
<tr>
<td>Vicki L. May</td>
<td>Group Director of Finance and Infrastructure</td>
<td>MBA Keller Graduate School of Management</td>
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**Local Administrators**

**SOUTHERN CALIFORNIA**

**ANAHEIM**

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<tr>
<td>Ivonna Edkins</td>
<td>Group President</td>
<td>MBA University of Phoenix</td>
</tr>
<tr>
<td>Cristina Young</td>
<td>Manager of Department of Enrollment Management</td>
<td>MBA University of Phoenix</td>
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**INLAND EMPIRE-COLTON**

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<tr>
<td>Tracy L. Johnson</td>
<td>Center Dean</td>
<td>MAM University of Redlands</td>
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**LONG BEACH**

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**PALMDALE**

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<tbody>
<tr>
<td>Gary Nay</td>
<td>Center Dean</td>
<td>MBA Keller Graduate School of Management</td>
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**POMONA**

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<td>Ivonna Edkins</td>
<td>Group President</td>
<td>MBA University of Phoenix</td>
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**SAN DIEGO**

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<tr>
<td>Dina Soliman</td>
<td>Campus Dean</td>
<td>MBA Keller Graduate School of Management</td>
</tr>
<tr>
<td>Richard Loomis</td>
<td>Manager of Department of Enrollment Management</td>
<td>BSTM DeVry University</td>
</tr>
<tr>
<td>Brian Aiken</td>
<td>Manager of Student Central</td>
<td>MHRM Keller Graduate School of Management</td>
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**SHERMAN OAKS**

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<tr>
<td>Catrin Hechl</td>
<td>Campus Dean</td>
<td>MBA Iona College</td>
</tr>
<tr>
<td>Robert Ramirez</td>
<td>Assistant Dean of Academic Excellence</td>
<td>MBA University of Phoenix</td>
</tr>
<tr>
<td>Karyn Lee</td>
<td>Executive Director of Department of Management</td>
<td>BS University of Phoenix</td>
</tr>
<tr>
<td>Heather Chavez</td>
<td>Manager of Student Central</td>
<td>MBA Westwood College</td>
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**NORTHWEST REGION**

**Northern California**

**Executive Administrators**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Pamela Daly</td>
<td>Group President</td>
<td>MA Liberty University</td>
</tr>
<tr>
<td>Dennis Mueller</td>
<td>Group Dean of Academic Excellence</td>
<td>PhD The Ohio State University</td>
</tr>
<tr>
<td>Daniel Cardenas</td>
<td>Group Director of Admissions</td>
<td>MBA Keller Graduate School of Management</td>
</tr>
<tr>
<td>Carolyn Torres</td>
<td>Group Director of Student Central</td>
<td>MBA Keller Graduate School of Management</td>
</tr>
<tr>
<td>Wendell Myers</td>
<td>Group Director of Career Services</td>
<td>BBA University of La Verne</td>
</tr>
<tr>
<td>Mary Cole</td>
<td>Group Director of Finance and Infrastructure</td>
<td>MAFM Keller Graduate School of Management</td>
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Local Administrators

**NORTHERN CALIFORNIA**

**FOLSOM**
Alan Yanda
Campus Dean
MSED DeVry University
Rebecca Moreno-Byrne
Manager of Department of Enrollment Management
BA Simpson University
Eileen Chuong
Manager of Student Central
MBA Keller Graduate School of Management

**FREMONT**
Pamela Daly
Group President
MA Liberty University

**SAN JOSE**
Michael Park
Center Dean
BSTM DeVry University

**CHICAGOLAND REGION**

**ILLINOIS**

**ADDISON**
Amy King
Group President
MBA Benedictine University
Len Grinstead
Assistant Dean of Academic Excellence
MBA Rockhurst University
MSIR University of Wisconsin
Brendan Aubin
Senior Director of Department of Enrollment Management
BSBA University of Illinois
Angela Farruggia
Manager of Student Central
MBA Keller Graduate School of Management

**CHICAGO**
Piotr Lechowski
Campus Dean
MBA Keller Graduate School of Management
Drew Logan
Manager of Department of Enrollment Management
BS Indiana University

**CHICAGO LOOP**
Kristin Hansen
Campus Dean
BA University of Iowa
Sha-Rese Moore
Assistant Dean of Academic Excellence
MA Andersonville Theological Seminary
MBA Sullivan University
Stacey Krahe
Manager of Department of Enrollment Management
MBA The Art Institute of Atlanta
Margaret Carmody
Manager of Student Central
MA Governors State University
PhD SMC University

**GURNEE**
Lewis Zanon
Center Dean
MAFM Keller Graduate School of Management

**NAPERVILLE**
Mary Wahlbeck
Center Dean
MA Lewis University

**TINLEY PARK**
Corey Ochall
Campus Dean
MBA Keller Graduate School of Management
Sha-Rese Moore
Assistant Dean of Academic Excellence
MA Andersonville Theological Seminary
MBA Sullivan University
PhD SMC University
Michelle Sustr
Manager of Department of Enrollment Management
MHRM Keller Graduate School of Management
Margaret Carmody
Manager of Student Central
MA Governors State University

**SOUTH CENTRAL REGION**

**COLORADO**

**COLORADO SPRINGS**
Lynn Ward
Center Dean
MBA Regis University

**WESTMINSTER**
Sheila Scott
Campus Dean
MBA Keller Graduate School of Management
Tara Mills
Assistant Dean
of Academic Excellence
EdD University of Phoenix

**SOUTHEAST REGION**

**Florida**

Executive Administrators
Scarlett N. Howery
Group President
MBA Keller Graduate School of Management
Mariam Combs
Group Dean of Academic Excellence
MBA University of Oklahoma
EdD University of Mary Hardin-Baylor
Matthew Dearsman
Group Director of Admissions
BS University of Phoenix
Elizabeth Cook
Group Director of Student Central
MBA Kaplan University
Cybil Talley
Group Director of Career Services
MA University of London
Blanca Smith Harris
Group Director of Finance and Infrastructure
MBA Keller Graduate School of Management

Local Administrators

**FLORIDA**

**JACKSONVILLE**
Ryan Fuller
Center Dean
BCIS DeVry University

**MIRAMAR**
Antonio Cobas
Center Dean
MPA Florida International University
Sonia Heywood
Assistant Dean
of Academic Excellence
MBA Nova Southeastern University
DBA Nova Southeastern University
Alyssa Perry
Associate Director of Department of Enrollment Management
MBA Keller Graduate School of Management
ORLANDO
Abel Okagbare
Campus Dean
MPA Eastern Michigan University
Dusty Maddox
Assistant Dean of
Academic Excellence
MA Texas Woman's University
Ana Glowa
Manager of Department
of Enrollment Management
BSBA Barry University
Estrella Velazquez-Domenech
Manager of Student Central
BBA Loyola University

ONLINE REGION
Michael J. Malee
Group President
MBA University of Notre Dame
Brandon Ohms
Group Director of Admissions
MBA Keller Graduate School
of Management
Nicole Zaper
Group Director of Student Central,
New Students
MBA Keller Graduate School
of Management
Joni Seidel-Burnett
Group Director of Student Central,
Continuing Students
BA Michigan State University
Agnam Memeti
Group Director of Student Central,
Military and Resuming Students
BA University of Illinois
Eric Hellige
Group Director of Career Services
BA DePaul University
Greg Mrofcza
Manager of Finance and
Infrastructure
BA Robert Morris University
### Arizona

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<tr>
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<tbody>
<tr>
<td>Joyce T. Barden</td>
<td>Senior Professor</td>
<td>MBA Keller Graduate School of Management</td>
</tr>
<tr>
<td>Rick J. Bird</td>
<td>Senior Professor</td>
<td>MPA Keller Graduate School of Management</td>
</tr>
<tr>
<td>Arlene B. Goodman</td>
<td>Assistant Professor</td>
<td>MS Long Island University, PhD Argosy University</td>
</tr>
<tr>
<td>Roger S. Gulledge</td>
<td>Professor</td>
<td>MBA Keller Graduate School of Management</td>
</tr>
<tr>
<td>Kris M. Horn</td>
<td>Senior Professor</td>
<td>MS University of Utah, PhD University of Utah</td>
</tr>
<tr>
<td>John MacCatherine</td>
<td>Associate Professor</td>
<td>MS Arizona State University, MS Capella University, PhD Capella University</td>
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<tr>
<td>Aaron Marmorstein</td>
<td>Associate Professor</td>
<td>PhD Oregon Health &amp; Science University</td>
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<td>Peter Newman</td>
<td>Associate Professor</td>
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<tr>
<td>Paul O'Leary</td>
<td>Assistant Professor</td>
<td>MS Rutgers University</td>
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<tr>
<td>Veronica L. Schreiber</td>
<td>Senior Professor</td>
<td>MA University of Arizona</td>
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<tr>
<td>Mild Shah</td>
<td>Associate Professor</td>
<td>PhD Arizona State University</td>
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<tr>
<td>Maja M. Tatar</td>
<td>Associate Professor</td>
<td>MBA University of Phoenix</td>
</tr>
<tr>
<td>Didem Yamak</td>
<td>Assistant Professor</td>
<td>PhD Arizona State University</td>
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### California

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Khan A. Alim</td>
<td>Assistant Professor</td>
<td>MS Tuskegee University, PhD University of California</td>
</tr>
<tr>
<td>Mehdi Arjomandi</td>
<td>Professor</td>
<td>MS California State University</td>
</tr>
<tr>
<td>Rael J. Assaf</td>
<td>Assistant Professor</td>
<td>MBA Wayne State University, DBA Argosy University</td>
</tr>
</tbody>
</table>

### Professional Connections and Memberships

To keep current with industry practices and developments, and provide highly relevant education, faculty and staff from throughout the University’s five colleges are active in various professional organizations including:

- American Society for Quality
- American Society of Training and Development
- Association for Supervision and Curriculum Development
- Association of Information Technology Professionals
- American Society of Industrial Security
- Association for Business Communication
- Project Management Institute International
- American Management Association
- Academy of Management
- United States Association of Small Business and Entrepreneurship
- Sloan Consortium
- Society for Technical Communication
- National Council of Teachers of Mathematics
- National Council of Teachers of English
- Society for Human Resource Management
- American Institute of Certified Public Accountants
- Federation of Schools of Accountancy
- Institute of Managerial Accounting
- American Marketing Association
- National Black MBA Association
- American College of Healthcare Executives
- American Health Information Management Association
- American Association of Cost Engineering International
- IEEE

In addition, faculty and staff actively participate in professional organizations to remain current on educational trends and to continue the University’s leading role in the education arena. Among others, organizations include:

- American Assembly of Collegiate Schools of Business
- American Association of University Administrators
- American Council on Education
- American Library Association
- Council of Graduate Schools
- United States Distance Learning Association
<table>
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<th>Name</th>
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<tr>
<td>PhD Walden University</td>
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<tr>
<td>MS New Jersey Institute</td>
<td><strong>Associate Professor</strong></td>
<td>MComputer Applications Hunan University</td>
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<tr>
<td>PhD New York University</td>
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</tr>
<tr>
<td>MS City University of New York</td>
<td><strong>Professor</strong></td>
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<td>MBA Adelphia University</td>
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<td><strong>Professor</strong></td>
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<tr>
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<td><strong>NEW YORK</strong></td>
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<tr>
<td>Valery Arseniev</td>
<td><strong>Professor</strong></td>
<td>MS Moscow Technical University</td>
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<td>PhD Moscow Institute of Mechanical Engineering</td>
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<td>Karen J. Cantrell</td>
<td><strong>Professor</strong></td>
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<td>Nader Daee</td>
<td><strong>Professor</strong></td>
<td>MBA Wagner College</td>
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<tr>
<td>PhD Nova Southeastern University</td>
<td><strong>Associate Professor</strong></td>
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**OREGON**

- Patrick Wong  
  Associate Professor  
  MS University of Oregon  
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- Shirley R. Bruce  
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- Sheila Y. Woods  
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  PhD Capella University

- Ellen Jakovich  
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  MS George Washington University

- Alphonse Kasongo  
  Associate Professor  
  MBA Hampton University

- Tonitta D. McNeal  
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  PhD Nova Southeastern University
General **Student Information**

For more than 80 years, DeVry has maintained its leadership role in North America’s post-secondary education arena. Today, more than 45,000 students take advantage of our programs and services – onsite and online – and trust DeVry to deliver on its promise of educational excellence. The following pages provide important information regarding students’ educational experience.

In this section learn more about:

34  Admission Requirements & Procedures
37  Academic Policies & Graduation Requirements
48  Tuition, Expenses & Financial Assistance
    Effective July 2016 Session through May 2017 Session
53  Student Services
55  Regulations

Not all students fit into the ‘brick and mortar’ university. **We’re proud to bring higher education to students attending on campus, online or through a combination of both.**
Admission Requirements & Procedures

General Admission Requirements

Note: Enrollment for selected programs and applicants is subject to additional requirements.

Note: Based on U.S. Department of Homeland Security regulatory requirements, F-1 visas are not issued to international applicants who wish to enroll in programs outlined in this catalog and study in the United States.

To be admitted to DeVry University’s graduate school, applicants must hold a baccalaureate degree from a University-recognized post-secondary institution. Such institutions include:

- Institutions accredited by U.S. regional accrediting agencies
- Institutions accredited by selected national accrediting agencies
- International institutions recognized as equivalent to a U.S. regionally accredited institution

Degrees earned from international institutions must be recognized as equivalent to U.S. baccalaureate degrees. Foreign diplomas and supporting foreign transcripts not written in English must be translated into English by a certified translator and may require review by one of the following approved educational credentials evaluation agencies at the applicant’s expense:

- A current member of the National Association of Credential Evaluation Services (NACES)
- AACRAO International Education Services (formerly AACRAO’s Foreign Educational Credential Service)
- Educated Choices, LLC
- Foreign Credentials Service of America
- Institute of Foreign Credential Services
- A current member of the Association of International Credentials Evaluators (AICE)

Applicants who hold University-recognized professional degrees may also be eligible for admission.

All applicants must demonstrate quantitative and verbal skills proficiency (see Prerequisite Skills Requirements). No specific undergraduate concentration or preparatory coursework is required for admission; certain exceptions apply. Applicants should note that all instruction and services are provided in English.

Applicants who meet baccalaureate degree requirements and whose undergraduate cumulative grade point average (CGPA) is 2.70 or higher (on a 4.00 scale) are eligible for admission. Applicants who earned a grade of B or better in both college algebra and English composition need not complete the Graduate Management Admission Test (GMAT), the Graduate Record Examination (GRE) or DeVry-administered placement testing.

Applicants who meet baccalaureate degree requirements and whose undergraduate CGPA is below 2.70 must achieve acceptable scores on the GMAT, GRE or DeVry-administered admission test to be eligible for admission. The DeVry-administered test may be completed, by appointment, wherever the University’s graduate programs are offered or through the University’s Assessment Center. GMAT and GRE test scores are valid up to five years from the date of the exams.

Applicants must also complete a personal interview with an admissions advisor (admissions representative in Florida, Massachusetts, Minnesota and Nebraska, and online). Interview appointments can be scheduled during day or evening hours on weekdays, or on Saturday, by contacting the chief location administrator or an admissions advisor/representative. Prospective online students who are unable to meet in person must complete an interview with an admissions advisor/representative by calling 800.839.9009.

All admission decisions are based on evaluation of a candidate’s academic credentials, applicable test scores and interview. DeVry reserves the right to deny admission to any applicant and to change entrance requirements without prior notice.

Additional Admission Requirements for Applicants Not Seeking Degrees

Applicants wishing to enroll in courses for personal or professional enrichment but who do not intend to pursue a program of study must submit an application for admission and complete a nonmatriculated student enrollment agreement. Some general admission requirements and procedures may be waived. Applicants must demonstrate that they possess skills and competencies required for the intended coursework and meet requirements outlined in English-Language-Proficiency Admission Requirements; an academic administrator will evaluate applicants’ status by appropriate means. Applicants who do not demonstrate basic skills required for the chosen program or who fail to meet the University’s standards of academic progress may not enroll as nonmatriculated students.

Enrollment with nonmatriculated status is limited to course attempts totaling nine semester-credit hours; further restrictions may be imposed if students are not making adequate progress. Nonmatriculated students seeking to pursue a program of study must submit a written request to the program administrator; meet all admission, financial and academic requirements for the intended program; and submit a matriculated student application before permission to pursue the program of study is granted.

Nonmatriculated students are not eligible for career services, federal or state financial aid, or benefits through the U.S. Department of Veterans Affairs.

Prerequisite Skills Requirements

All applicants must demonstrate quantitative and verbal skills proficiency. Proficiency can be demonstrated by submitting acceptable GMAT, GRE or DeVry University-administered-test scores, or through prior coursework performance. Applicants whose demonstrated proficiency indicates they are prepared to enroll directly into their program’s standard coursework without any preceding prerequisite skills coursework are referred to as placing at the standard level.

Selected programs have additional program-related prerequisite skills requirements, which are noted in the program descriptions and in Graduation Requirements by Program.

All prerequisite skills courses must be completed with grades of B (3.00) or better in order for students to continue in their programs. Prerequisite skills courses must be completed in addition to standard program requirements and may affect program length and cost. Prerequisite skills courses may not be applied to elective course requirements.

*DeVry may require an applicant’s foreign credentials to be evaluated by a specific agency. In the event an applicant has already submitted a credentials evaluation from another agency and DeVry determines an additional evaluation is required, DeVry will pay for the additional evaluation.
Students with prerequisite skills needs must begin their required prerequisite skills coursework in their first session of enrollment and must continue to enroll in at least one required prerequisite skills course each session of attendance until all skills requirements have been satisfied. Those who have not met these requirements may not be able to self-register for courses until all skills requirements have been satisfied. Permission to enroll in many standard courses is dependent on successful completion of prerequisite skills coursework.

Students who cannot self-register should contact their student support advisor or academic advisor to complete the registration process.

Prerequisite skills course grades are not included in grade point averages; however, their semester-credit hours are included in satisfactory academic progress calculations. See Standards of Academic Progress.

**Verbal Skills Proficiency**

Applicants whose demonstrated proficiency indicates their verbal skills meet only minimum University standards must successfully complete Foundations of Professional Communication (ENGL510) with a grade of B (3.00) or better before they may enroll in most courses at the 500 level or above. However, students enrolled in ENGL510 who do not require quantitative skills coursework may also enroll in MIS535 or PRO586.

**Quantitative Skills Proficiency**

Applicants whose demonstrated proficiency indicates their quantitative skills meet only minimum University standards must successfully complete Foundations of Managerial Mathematics (MATH500) with a grade of B (3.00) or better before they may enroll in most courses at the 500 level or above. However, students enrolled in MATH500 who do not require quantitative skills coursework may also enroll in HRM592 or MGMT591.

**Prerequisite Enrollment**

Students currently enrolled in prerequisite courses meet the prerequisite requirement for registration into subsequent courses. Students who do not successfully complete prerequisite course requirements are administratively dropped from any courses requiring the prerequisite. Students are also administratively dropped from courses if an Incomplete is recorded for the prerequisite course. Students are notified of dropped courses by email. A reduction in enrolled hours may affect financial aid eligibility and/or awards.

**Admission of Post-Baccalaureate-Degree Holders**

Applicants with post-baccalaureate degrees, or the international equivalents, from DeVry-recognized institutions may be granted admission to pursue additional degrees or to complete additional coursework. Such applicants must complete an application, interview with an admissions advisor/representative and provide official documentation of their degrees. These applicants are not required to submit GMAT or GRE scores, or to complete a DeVry University-administered admission test.

**Communication Competency**

Successful professionals must have effective written and oral communication skills. Therefore, communication errors (e.g., improper grammar, improper sentence/paragraph structure, misspellings and incorrect punctuation) are unacceptable in coursework. Students who do not demonstrate communication competency may be required to successfully complete Foundations of Professional Communication (ENGL510).

Conducting applied research – defining problems, determining appropriate solutions, and using primary and secondary sources to acquire needed information – is an objective of all the University’s master’s curricula. Once research has been conducted, students may be required to communicate their findings in written reports and oral presentations. To assist them in doing so, the University has adopted Writing the Research Paper: A Handbook, 7th edition, by Anthony C. Winkler and Jo Ray McCuen-Metherell, as a resource for research processes and documentation. This text-book can be purchased through the online book ordering service.

**Personal Computer Requirements**

All students must have access to a personal computer with DVD, audio, Internet connectivity and Microsoft Office software. Students are encouraged to discuss hardware and software requirements with their admissions advisor/representative.

Students are responsible for checking hardware/software requirements before registering for technical courses.

Students enrolling in online courses are responsible for checking hardware/software requirements at www.devry.edu/online-education/system-requirements.html.

While PCs are available for student use at most onsite locations, access is limited. Students should also note that onsite information centers are designated quiet areas and are not intended to be used for group work.

**Admission Procedures**

A person seeking admission must:

- Complete and submit an application for admission.
- Submit proof of graduation during the admission process. Acceptable documents include “Issued to Student” transcripts and copies of diplomas.
- Submit unofficial academic transcripts from the college or university where the baccalaureate or advanced degree was earned prior to the admission decision.
- Complete an interview with an admissions advisor/representative at a University location or by calling 800.839.9009.
- Provide GMAT or GRE scores, or take the DeVry-administered admission test. Applicants who hold advanced degrees or the international equivalent from DeVry-recognized colleges or universities are not required to submit test scores. (Applicants should note that scores are valid up to five years from the date tests are completed.)
- Submit a $30 application fee. See Application Fee/Cancellation Policy for further information.

Applicants to a site-based location must send admission materials directly to the location they plan to attend. Applicants to DeVry Online must send admission materials directly to:

DeVry Online
Graduate Admissions Department
1200 E. Diehl Rd.
Naperville, IL 60563

Qualified applicants will be notified in writing of their acceptance within one week of completing all application procedures. They will then be instructed on any prerequisite skills coursework that may be required before they may enroll in most courses at the 500 level or above.
Primary Program of Enrollment
A student’s first program of study is considered the primary program unless the student requests a program change (see Program Transfers).

Depending on program of enrollment and onsite course availability, students may be required to complete some of their courses online.

English-Language-Proficiency Admission Requirement
All instruction and services are provided in English.

In addition to fulfilling all other admission requirements, applicants whose native language is other than English must demonstrate English-language proficiency. The English-language proficiency requirement is waived for applicants who meet one of the following criteria:

• English is identified as the official/native language of the country in which the applicant completed all of their secondary education, or post-secondary, advanced or professional degree, as designated in the CIA’s The World Factbook, at www.cia.gov/library/publications/the-world-factbook.

• English is not the official/native language of the country in which the applicants completed their secondary or post-secondary education; however, English was the principal language of instruction at their institution*.

Applicants whose native language is other than English may also demonstrate English-language proficiency by providing evidence of one of the following:

• Submission of a high school diploma, or post-secondary degree or higher, earned at an institution in which the language of instruction was English*.

• Submission of a post-secondary transcript verifying completion of 30 semester-credit hours of baccalaureate-level courses (excluding remedial and developmental courses) with at least a C (70 percent) average from an institution at which the language of instruction was English*.

• Submission of an earned Test of English as a Foreign Language (TOEFL) score of at least 550 on the paper-based TOEFL, 213 on the computer-based TOEFL or 79 on the Internet-based TOEFL**.

• Submission of an overall band score of at least 6.0 on the International English Language Testing System (IELTS) exam.

• Submission of an overall score of at least 4.5 on the International Test of English Proficiency (iTEP) Academic-Plus exam**.

• Submission of an overall score of at least 58 on the Pearson Test of English (PTE) Academic.

• Successful completion of an approved external Intensive English Program.

• Submission of documents demonstrating successful completion of a DeVry-recognized advanced-level English as a Second Language (ESL) course.

• Completion of either of the following, with a grade of B (80 percent) or higher, from a DeVry-recognized post-secondary institution or community college:
  • The equivalent of DeVry’s freshman English composition course.
  • Two or more baccalaureate-level English writing or composition courses.

• Documents verifying at least two years’ service in the U.S. military.

• Having attained acceptable scores on a DeVry-administered English-language-proficiency exam.

Rescinding Admission
Applicants who submit documents that are forged, fraudulent, altered, obtained inappropriately, materially incomplete or otherwise deceptive may be denied admission or have their admission rescinded.

For those already enrolled when a fraudulent document is discovered, the misconduct is adjudicated using procedures specified in the Code of Conduct and may result in rescission of admission; revocation of a financial aid award; and/or in permanent expulsion from all DeVry institutions, including other DeVry University locations.

Students whose admission is rescinded remain responsible for fulfilling financial obligations to any DeVry institution; federal, state and local governments; and private loan providers.

More information is available in the student handbook.

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*Such applicants may submit a letter from the institution’s registrar or principal indicating the language of instruction at the institution was English or that the program was taught in English. Also acceptable is a credentials evaluation report from an approved education credentials evaluation agency indicating the language of instruction at the institution was English or the program was taught in English.

**Applicants who do not meet the minimum score requirement may be admitted. If admitted, such applicants must attempt ENGL510 during their first session of enrollment and successfully complete the course by the end of their second session of enrollment.
DeVry University Semesters and Sessions
DeVry University’s annual academic calendar is divided into three 16-week semesters. Two overlapping calendar cycles designate months corresponding to the University’s summer, fall and spring semesters (see Student-Centric Period). At the time a student initially starts courses, he/she is assigned an SCP designator code of Cycle 1 or Cycle 2.

To provide maximum flexibility, courses are offered in two eight-week sessions within each semester. Because certain academic policies and measurements specify actions on a semester basis, and many procedures occur on a session basis, students should note how semesters and sessions relate to their planned coursework.

Student-Centric Period
The student-centric period (SCP) is defined as an academic semester consisting of any two consecutive sessions that begins when a student matriculates and that ends when time requirements for a semester have been fulfilled.

Two overlapping calendar cycles designate months corresponding to the University’s summer, fall and spring semesters. At the time a student matriculates, he/she is assigned an SCP designator code of Cycle 1 or Cycle 2. The chart below outlines how months of the year correspond to a student’s spring, summer and fall semesters, based on the assigned SCP cycle.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Cycle 1 Sessions</th>
<th>Cycle 2 Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>January, March</td>
<td>March, May</td>
</tr>
<tr>
<td>Summer</td>
<td>May, July</td>
<td>July, September</td>
</tr>
<tr>
<td>Fall</td>
<td>September, November</td>
<td>November, January</td>
</tr>
</tbody>
</table>

Certain processes are conducted on a session basis; others are conducted on a semester basis.

Governing Rules
Students are generally governed by graduation requirements in effect at the time of initial enrollment, provided their enrollment has been continuous. Students who change programs are governed by the graduation requirements of the new program in effect at the time of the program change. Curriculum changes may occur as DeVry reserves the right to change graduation requirements and to revise, add or delete courses. Consequently, curriculum changes may affect current and returning students. Program or policy changes that affect students who are already enrolled are announced at least 90 days prior to the effective date of the change.

Continuous enrollment requires no instance of more than six consecutive sessions out of school. For each interruption of continuous enrollment, students must apply for readmission and are governed by graduation requirements and academic rules and policies in effect at the time of readmission.

The University reserves the right to cancel a section of a course if enrollment is insufficient.

Enrollment Status
Enrollment status is determined separately for each semester and based on all courses in which the student was enrolled during the two sessions comprising the student’s semester/student-centric period. Enrollment status is determined as of the first day of the earliest session. Enrollment status is not affected by the date of application or interview. Students taking six or more credit hours in a semester are full-time students. Those taking four to five credit hours in a semester are three-quarter-time students. Those taking three credit hours in a semester are half-time students. Those taking fewer than three credit hours in a semester are considered enrolled less than half-time. Students enrolled in courses that do not carry credit hours are also considered enrolled less than half time.
Residency Requirement – Degree-Seeking Students
The residency requirement defines the minimum number of credit hours students must successfully complete at DeVry University. Transfer credit and exemptions are not applicable to the residency requirement.

<table>
<thead>
<tr>
<th>Residency Requirement by Degree Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
</tr>
<tr>
<td>Education</td>
</tr>
<tr>
<td>Educational Technology</td>
</tr>
</tbody>
</table>

Residency Requirement – Graduate-Certificate-Seeking Students
Requirements for earning a graduate certificate may be satisfied through a maximum of three semester-credit hours of transfer credit, course waivers or course exemptions. Students must successfully complete all remaining coursework at DeVry University. If three semester-credit hours of course requirements are waived, they must be replaced with three semester-credit hours of DeVry coursework.

Multiple Degree Programs
Students are required to declare a primary program. A student’s first program of study is considered the primary program unless the student requests a program change. Students wishing to pursue additional degrees in any of the University’s master’s degree programs must inform their student support advisor/academic advisor, in writing, of their intent and must also seek academic advising from him or her regarding a course of study that supports each degree. While students may enroll in courses applicable to a second degree prior to completing the primary degree, they should focus on completing their primary degree.

Those opting to pursue multiple graduate degrees must meet all program core and program-specific course requirements for each degree as well as the semester-credit-hour residency requirement outlined in the following chart:

<table>
<thead>
<tr>
<th>Semester-Credit-Hour Residency Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Master’s Degrees Pursued</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3 or more</td>
</tr>
</tbody>
</table>

Students are awarded their degrees at the end of the session in which they satisfactorily met all graduation requirements.

Alumni who already hold a DeVry University graduate degree have the opportunity to pursue additional graduate-level coursework.

Credit for Previous College Coursework, Transfers to Other Institutions, Course Waivers and Course Exemptions
Degree requirements may be satisfied by using a combination of transfer credit, course waivers and course exemptions; however, this combination may satisfy requirements for no more than six courses in a particular degree program. Students seeking multiple degrees must satisfy the semester-credit-hour residency requirements outlined in Multiple Degree Programs.

Requirements for earning a concentration (except requirements for a general studies concentration) or graduate certificate may be satisfied through a maximum of three semester-credit hours of transfer credit, course waivers or course exemptions. A course may be applied to one focused concentration only.

All 600-level courses, including capstone courses, must be taken through DeVry University.

Credit for Previous College Coursework
For students in degree programs, credit for up to three courses (nine semester-credit hours) may be transferred from other University-recognized graduate schools. Students in California may receive transfer credit for up to two courses (six semester-credit hours). To receive transfer credit, the following criteria must be met:

- The course or courses taken were for graduate credit while the student was enrolled as a graduate student.
- The course or courses taken are equivalent to a DeVry University course in content, level and credit hours.
- The course or courses were completed within the five years preceding initial enrollment at the University.
- Courses taken on a pass/fail basis may not be transferred.
- Transfer credit reduces the number of courses students must take, and correspondingly reduces students’ costs. This credit does not affect grade point average calculations. Students pursuing graduate certificates may apply a maximum of three semester-credit hours of transfer credit to their certificate requirements.

Students who receive transfer credit for a course are not automatically granted associated credit for prerequisite courses.

Students must complete a Request for Transfer Credit form and submit it to their admissions advisor (admissions representative in Florida, Massachusetts, Minnesota and Nebraska, and online) or student support advisor/academic advisor with all required materials when applying to receive transfer credit.

For students already holding advanced degrees, credit for up to six courses (two courses for students in California) may be transferred from other University-recognized graduate schools. Students should check with their admissions representative/student support advisor/academic advisor for more detailed information.

Articulation agreements facilitate ease of transferring credits among institutions. DeVry University maintains articulation agreements with many colleges and universities, as well as with entities such as the military.
Credit for Professional Certifications and Training
The University awards transfer credit, as appropriate, based on recommendations of the American Council on Education College Credit Recommendation Service, which evaluates workforce and military training programs to determine their comparability to college-level learning. To earn credit, students must earn the minimum ACE-recommended score or higher. Additional information on workforce and military training recommendations is available via the National Guide to College Credit for Workforce Training and the ACE Military Guide Online, respectively.

More information on other agreements maintained by DeVry is available by contacting ArticulationInfo@devry.edu.

Transfer Credit – Veterans
Students using veterans benefits are required to submit official transcripts of all previous education and training to DeVry University. DeVry University maintains a written record of previous undergraduate and graduate education completed by veterans and all persons eligible for veterans benefits. A copy of official transcripts used to evaluate transfer credit is maintained in students’ permanent records. This record, required for either program admission or transfer-credit review, clearly indicates when appropriate transfer credit has been given. Credit for up to three courses – nine semester-credit hours (two courses – six semester-credit hours – for students in California) may be transferred into a DeVry University graduate program. (Students already holding advanced degrees may transfer credit for up to six courses. This is not applicable in California.) Veterans enrolled in a DeVry University course for which credit has already been earned at a DeVry-recognized institution cannot include that course in the total hours reported to the U.S. Department of Veterans Affairs. It is students’ responsibility to be aware of prior credit eligible for transfer.

Transfers to Other Institutions
Transfer credit acceptance is at the discretion of the receiving institution.

Course Waivers
Students with extensive academic or professional experience may petition to waive a program core or program-specific course by submitting a request to the student support advisor/academic advisor with documentation supporting achievement of expertise equivalent to or beyond that of students who have successfully completed DeVry University’s course in that discipline. Such documentation may include, but is not limited to, relevant academic transcripts, a detailed job description or evidence of an appropriate license or certification.

Waivers do not reduce the number of courses students must take; therefore, a waived course must be replaced with an additional elective. For programs containing electives, this increases the number of electives required. Students may select electives from courses listed in Course Offerings and in Course Descriptions in any combination that best serves students’ professional interests. No 600-level course may be waived.

Course Exemptions
In some cases, students who have earned DeVry credit may be eligible for course exemptions. Course exemptions reduce the number of courses students must take; therefore, an exempted course need not be replaced with an additional elective.

To qualify for exemptions, students must have completed an undergraduate degree at DeVry, as well as completed the courses to be considered for exemption, within 10 years of the date of initial enrollment into the graduate program.

Elective/Alternate Courses
DeVry University offers a variety of graduate-level elective/alternate courses that supports each program’s objectives and graduation requirements. In consultation with faculty and program administrators, students may select these courses, as shown in this and other DeVry University catalogs, as replacements for recommended courses provided prerequisite requirements and credit hour minimums within each course area are satisfied. See Programs of Study. Restrictions on financial aid for these courses may apply. See Financial Aid Applicability to Elective/Alternate Courses.

Internal Transfers
Note: Credit transferability may vary based on programmatic accreditation and/or state requirements.

All students intending to transfer from one program and/or DeVry location to another must:
• Apply for permission to transfer.
• Meet all admission requirements of the intended program and location.
• Meet all graduation requirements for the intended program and location in order to graduate.

Program Transfers
A student’s first program of study is considered the primary program unless the student submits a program transfer request to the appropriate academic administrator. Students who wish to transfer programs may request to do so at any time; however, they are encouraged to submit a program transfer request as soon as possible. In general, transfers requested by Sunday of the first week of the session are effective that session. Program transfers are not applicable to sessions already completed. Transfers are permitted between sessions and semesters.

Financial aid eligibility for coursework not applicable to the current program may be limited. See Financial Aid Applicability to Elective/Alternate Courses. Students should contact their student support advisor or student finance consultant for more information.

Program transfers may result in students having to take additional coursework to fulfill graduation requirements of the new program. Students may concurrently pursue a maximum of two degree programs. Students are awarded their degrees at the end of the session in which they satisfactorily met all graduation requirements.

Location Transfers
Students seeking to transfer from one DeVry location to another must file a request to do so with the transfer coordinator at the current site by Sunday of week four of the session before the intended transfer. Location transfers requested by this deadline are effective that session; changes requested after this deadline become effective the following session. Transfers are permitted between sessions and semesters. All grades and credits earned at any DeVry location carry forward to the new site and are evaluated for applicability at that location.

Students transferring locations must fulfill their financial obligations to the location from which they are transferring before transfers are granted. These students must sign a Request for Home Location Change form before beginning classes at the new location. Students on financial aid probation (academic probation) or disciplinary probation remain on probation after the transfer. Those ineligible to continue at the current location because of academic or financial dismissal, or disciplinary suspension or expulsion, may not transfer.
Students considering a transfer within the DeVry University system should be aware that hardware, software and other differences exist among courses and labs system-wide. Specific transfer requirements are available from transfer coordinators.

Registration
Registration is the process of enrolling in and paying for a course. Students are strongly encouraged to register online at http://my.devry.edu. They can also contact their student support advisor/academic advisor to complete the registration process.

Students must submit official academic transcripts of their baccalaureate or advanced degree by the end of their second session of enrollment. Students who do not meet this deadline are dropped from all courses in which they are enrolled for future sessions. Until official transcripts are received, such students may not enroll.

Students whose DeVry University accounts are past due are not permitted to register until their accounts are current or until they have made satisfactory payment arrangements.

Students should note that registration for online capstone courses closes Friday of week seven of the prior session.

Students seeking to add or drop courses from their schedules after a session begins must obtain permission to do so from an academic administrator by Sunday of the first week of the session (see Withdrawals).

Self-Registration
Self-registration is the process of accessing the student information system and registering for a course or courses and/or dropping a course or courses. Students can self-register via http://my.devry.edu. Students may not drop all courses for the session via self-registration.

Students may access self-registration beginning the first day of registration until one day prior to the session start. Students who need registration assistance should contact a student support advisor or academic advisor.

Course Schedules
Six weeks before each session begins, schedules of course offerings are posted at http://my.devry.edu. Also provided is an annual schedule indicating proposed course offerings for the upcoming sessions.

Students should note that to accurately reflect current course material, course titles change periodically, though course code numbers (e.g., EDT530) remain the same. Although a course with a given code number may be retaken, credit for a course with that code number can be granted only once.

Students are encouraged to seek academic advising regarding their programs, courses or schedules.

Course Loads
Students in good standing may register for as many as six semester-credit hours per session. Students may not register for more than the allowed semester-credit hours. Students whose academic histories indicate academic difficulties may be required to take a reduced academic load.

Class Hours
Online courses are accessible 24 hours a day, seven days a week, during the eight-week session.

Students with onsite class schedules attend one weekday evening per week or on Saturdays throughout the eight-week session. In addition, students are required to participate in professor-guided online activities. Course syllabi for students attending onsite show both onsite and online time commitments.

Course Cancellation
Every effort is made to deliver all courses included on the published course schedule. However, occasionally a course is cancelled because of insufficient enrollment or other unforeseen circumstances.

Attendance
Note: The state of Nevada requires attendance to be taken for all students enrolled at a Nevada location.

Class interaction is an integral part of graduate-level practitioner-based programs. DeVry University’s graduate student attendance policy is operational in nature and consists of tracking attendance during the first two weeks of the session only, for the purpose of identifying an official enrollment count.

Students who never participate during the first two weeks of a course are dropped from that course for non-participation. Students dropped from all courses because of non-participation should note that they are also dropped from courses in which they are enrolled for future sessions.

Though attendance is not tracked after the first two weeks of the session, professors may choose to incorporate a participation element when calculating student grades. Grading criteria include requirements for class participation in academic events and the extent to which work missed due to non-participation can be made up.

Site-based classes require both classroom and online participation. Students who anticipate missing one or more onsite class meetings should contact their professor as soon as possible and should seek academic advising.

Students in an online course who anticipate missing more than a seven-consecutive-calendar-day period of class participation should contact the professor as soon as possible and should seek academic advising. Online class participation includes submitting class assignments, participating in threaded discussions, completing quizzes and exams, completing tutorials and participating in computer-assisted instruction.

During the session, students may withdraw from a course, or from all courses, by requesting a course withdrawal from their student support advisor or academic advisor, or from an appropriate academic administrator verbally, by email or by submitting a request through the interactive student communication system. Students who inquire about a withdrawal are contacted to confirm their intention to withdraw. Students are withdrawn from their course(s) if they cannot be reached or do not respond regarding their inquiry.

Students who do not formally withdraw from class and subsequently receive a grade of F or a designator of U due to lack of participation may be administratively withdrawn, resulting in a W for each affected course.
Final grades of F and designators of U are evaluated at the end of the session for students who receive one of the following:
• All grades of F
• All designators of U
• All grades of F and designators of W
• All designators of U and designators of W
• All grades of F and designators of U
• All grades of F, designators of U and designators of W

DeVry University, in its discretion, may evaluate any student work completed when letter grades do not apply.

Grading Philosophy
The University is committed to high academic standards that reflect real-world demands for excellence. Academic performance is evaluated using the full range of grades A through F. Grade distributions are not based on a predetermined curve.

Students receive the grades they earn without regard to tuition-reimbursement or other grade point average requirements. Students’ work is evaluated against a standard of performance required of successful professionals.

Grades and Designators
DeVry uses the grading system outlined below. Designators indicate academic action rather than grades and are not included when computing academic averages. Grades are available at the end of each session. Final grades are based on the percentage equivalent in the chart below and are not rounded to the next higher letter grade. Term, semester and cumulative grade point averages (GPAs) are calculated at the end of the session. Academic honors and academic progress evaluations – including academic standing – are calculated at the completion of each student’s semester/student-centric period.

GPAs are calculated using grades from graduate-level courses taken at DeVry University only. Grades from transferred, waived and/or exempted courses are not included in GPA calculations.

Grades and designators are assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Equivalent</th>
<th>GPA Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93–100</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>90–92.9</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>87–89.9</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>83–86.9</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80–82.9</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>77–79.9</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>73–76.9</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>70–72.9</td>
<td>1.70</td>
</tr>
<tr>
<td>D+</td>
<td>67–69.9</td>
<td>1.30</td>
</tr>
<tr>
<td>D</td>
<td>63–66.9</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>60–62.9</td>
<td>0.70</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Academic Designators, outlined in the chart below, are used when letter grades do not apply.

<table>
<thead>
<tr>
<th>Designator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU</td>
<td>Audit</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
</tbody>
</table>

Designators of S and U are not used in GPA calculations.
Grades on quizzes and assignments completed during the session are available from the professor and/or through the online course environment. Final grades for a course are accessed through the student portal. Grades are not posted on the University's premises, nor are they provided over the telephone, emailed or priority mailed to students.

**Grade Point System and GPAs**

GPAs are computed by dividing total grade points by total credit hours for which grades A, B, C, D or F are received. For each course, grade points are calculated by multiplying course credit hours by the grade index points corresponding to the grade earned.

Three GPAs are maintained on student records:

- The term GPA (T GPA) is calculated at the end of each session.
- The semester GPA (S GPA) is calculated at the end of the semester/student-centric period and represents the GPA for work completed in a given semester only.
- A student’s overall academic standing is stated in terms of a cumulative GPA (C GPA), which is calculated at the end of each session and is based on all grades and credit hours earned to date as a DeVry University graduate student. The CGPA, the GPA upon which degree conferral is based, becomes fixed at graduation.

All GPAs exclude grades earned in prerequisite skills courses. Changes—such as converting Incompletes to final grades, and changes resulting from student appeals and retroactive grade changes—affect the most recently calculated academic standing. In addition:

- If a DeVry University graduate-level course is repeated, the highest grade earned is used for computing the CGPA. Withdrawal from a course being repeated does not affect GPAs.
- If the student completes a DeVry University graduate-level course for which he/she has transfer credit, and grades earned for each course were the same, the DeVry grade is used in any applicable GPA calculation.
- If a student completes a DeVry University graduate-level course for which he/she previously or subsequently transferred an equivalent course, and the grade for the transferred course is higher, the grade earned at DeVry University is excluded from GPA calculations.

**Non-GPA Credit**

The following appear on students' transcripts but are omitted from GPA calculations:

- Prerequisite skills courses
- Courses graded on a Satisfactory/Unsatisfactory basis
- Zero-credit-hour courses
- Audited courses

If students are required to take such courses, credit is considered when determining students' academic level and progress.

**Missing Grades**

Term GPAs or semester GPAs (when applicable) are not calculated for students with missing grades for the session.

**Failures**

A student who receives an F in a required course must repeat and pass the course, or receive transfer credit for the course, prior to graduation. The failed DeVry course is included in grade point averages (GPAs); however, if the student passes the course or receives transfer credit, the cumulative GPA (CGPA) is adjusted accordingly (see Grade Point System and GPAs). Additionally, the F is excluded from the term and semester GPAs for the session and semester in which the F was received.

**Audits**

Students who wish to audit courses must receive approval to do so from the appropriate academic administrator prior to the beginning of the session. Tuition is charged for audited courses; however, financial aid may not be applied to audited courses. Thus, changing to audit status may affect financial aid awards. All class members, including those auditing a course, must adhere to the same requirements. However, students auditing a course are not required to take exams or to complete projects.

If, in professors’ opinions, audit students do not fulfill the above obligations, audit status may be revoked, and students will be removed from class.

The audit designator (AU) appears on transcripts, signifies neither credit nor grade, and becomes part of students' permanent academic records.

**Incompletes**

Incompletes, designators of I, are granted in exceptional situations only, such as when illness or work-related travel is documented and when substantial course requirements have already been completed. Students must submit a Request for Course Incomplete form and obtain approval from the professor and the appropriate academic administrator prior to the grade roster deadline in order for an Incomplete to be granted.

Designators of I are counted in attempted hours but are not counted in any GPA computations. If remaining coursework has not been completed by the end of week four of the next session, I designators automatically become grades of F or designators of U, unless written approval granting an extension has been obtained from the chief location administrator/academic advisor. When an I is converted to a final grade for the course, the grade is applied to the session in which the student took the course. The GPA is then recalculated for that session, resulting in different term, semester and cumulative GPAs.

An I in a prerequisite course does not satisfy the course requirement; thus, the student is administratively dropped from the course for which the prerequisite course was required. Students are notified of dropped courses by email. A reduction in enrolled hours may affect financial aid eligibility and/or awards.

**Withdrawals**

A student may formally withdraw from a course prior to the withdrawal deadline, which is Friday of week seven at 11:59 pm MT. Withdrawal is not allowed after this time.

All withdrawal requests must be communicated to a student support advisor, an academic advisor or an appropriate academic administrator verbally, by email or by submitting a request through the interactive student communication system. Simply ceasing to participate in classes does not constitute a valid withdrawal request.

The designator of W appears on the transcript of a student who formally withdraws from an individual course as well as on the transcript of a student who withdraws from all courses.

During a session, a student may withdraw from a course, or from all courses, by requesting a course withdrawal from a student support advisor, an academic advisor or an appropriate
Academic administrator verbally, by email or by submitting a request through the interactive student communication system. A student who inquires about a withdrawal will be contacted to confirm the intention to withdraw. A student will be withdrawn from course(s) if he or she cannot be reached or does not respond regarding the inquiry.

A student who does not formally withdraw from class and subsequently receives a grade of F or a designator of U due to lack of participation may be administratively withdrawn, resulting in a W for each affected course.

Final grades of F and designators of U are evaluated at the end of the session for a student who receives one of the following:

- All grades of F
- All designators of U
- All grades of F and designators of W
- All designators of U and designators of W
- All grades of F and designators of U
- All grades of F, designators of U and designators of W

DeVry presumes a student who receives a passing grade, or who earned a grade of F or a designator of U, in one or more courses taken during the session completed the course(s) and thus earned the grade(s)/designator(s).

A student who receives an F grade or a U designator because of lack of participation is administratively withdrawn from the course, and the midpoint of the session is assigned as the withdrawal date.

See Withdrawals – Financial for financial policies regarding withdrawals.

Military Withdrawal
Active Duty, Reserve and National Guard students deployed or participating in required training for more than 14 consecutive days are granted special consideration.

The student or designated officer in the student’s chain of command must notify the student’s student support advisor/academic advisor or registrar of a deployment situation that would require special consideration. For additional information contact a student support/academic advisor. A brief overview of the DeVry Education Group Deployment policy is available at www.devry.edu/d/military-deployment-policy.pdf.

Grade Appeals
Students who want to appeal their grade from a specific course must contact their professor by Sunday of week two of the session immediately following the session in which they took the course. If issues remain unresolved after reviewing the grade with the professor, students may appeal the grade by submitting a completed Student Grade Appeal form to the appropriate academic administrator/student support advisor/academic advisor. Grade appeal requests must be made during the session immediately following the session in which students were enrolled in the course. Students should consult the student handbook for more information.

Retroactive Grade Changes
Under certain circumstances, a grade may be changed retroactively. A retroactive grade change affects:

- The TGPA, SGPA and CGPA for the session and semester in which the course was taken.
- The CGPA for each session and semester after the course was taken.
- Academic standing for the most recently completed semester only.
- A student’s eligibility for financial aid for the current semester at the point the official academic record is changed.

A retroactive grade change does not affect financial aid awards for semesters that concluded prior to the change to the academic record.

Repeated Courses
A course can be repeated two times only. Thus, a given course can be taken three times at most (i.e., the first attempt of the course and two repeats of the same course). A student may repeat a course once without permission. The third attempt must be approved by the appropriate academic administrator; subsequent attempts are not permitted (see Standards of Academic Progress).

If a course is repeated, the highest grade earned is used for computing the CGPA. Withdrawal from a course being repeated does not affect the CGPA.

Instead of repeating an elective course, students may substitute another elective course they’ve successfully completed that has not yet been applied toward meeting a requirement in their academic program. The grade for the substituted elective course is used for computing the GPAs. All grades from all courses taken are listed on transcripts.

Prior to registering for a course previously attempted, students should contact their student support advisor or student finance consultant to determine how their financial assistance may be affected.

Standards of Academic Progress Terminology
The U.S. Department of Education requires schools participating in federal student aid (FSA) programs to use the terms “financial aid warning” and “financial aid probation” when indicating students’ academic standing. These terms are used to indicate the academic standing of all students, including those not using FSA funds.

Criteria for determining financial aid warning and academic warning are identical; criteria for determining financial aid probation and academic probation are identical.

Standards of Academic Progress
Students must demonstrate satisfactory academic progress toward completing their academic programs by meeting the University’s established standards of academic progress in each of five specific measurable areas:

- Grade point averages
- Successful completion of required prerequisite skills coursework
- Course repeats
- Maximum coursework allowed
- Pace of progress toward graduation, including withdrawal from all courses

The grade point average and pace calculations used to determine academic standing are based on all graduate-level courses the student completes as a DeVry graduate student. The calculation for maximum coursework allowed is based on the required credit hours of the student’s primary program. All areas of academic progress are evaluated at the end of each student’s semester/student-centric period, and academic standing is assigned according to the evaluation. A summary of academic progress standards follows. Students should consult their student support advisor/academic advisor for policy details.
Requirements for Students Starting the Semester in Good Standing

New students, and all other students who start the semester in good standing, are subject to requirements noted below.

**Grade Point Averages:** To remain in good academic standing, a student must maintain a CGPA of 2.50–3.00 or higher. A student is required to maintain certain established CGPA increments (i.e., 2.50–3.00) based on the number of credit hours attempted; details are available from a student support advisor/academic advisor. In certain circumstances, a student is also required to meet certain semester GPA (SGPA) increments. If at the end of the semester the CGPA is below the required increment, the student is placed on financial aid warning (academic warning) for one semester. All references to CGPA requirements refer to this progressive scale. To graduate, a student must earn a 3.00 CGPA.

**Successful Completion of Required Prerequisite Skills Coursework:** To remain in good academic standing, a student must successfully complete all required prerequisite skills coursework attempted. A student who attempts a prerequisite skills course and does not pass the course is placed on financial aid warning (academic warning). A student who attempts the same prerequisite skills course twice in one semester and does not pass the course is dismissed.

**Course Repeats:** To remain in good academic standing, a student may attempt no more than 1.5 times the number of credit hours in the current program. A student who exceeds this maximum and has not graduated is dismissed.

**Maximum Coursework Allowed:** To remain in good academic standing, a student may attempt no more than 1.5 times the number of credit hours in the current program. A student who exceeds this maximum and has not graduated is dismissed.

**Pace of Progress Toward Graduation, Including Withdrawal from All Courses:** To remain in good academic standing, a student must earn credit toward graduation at a pace (rate of progress) that ensures successful program completion within the maximum coursework allowance. In addition, at least one course must be completed during the semester. The pace of progress is the ratio of credit hours passed to credit hours attempted. Pace is measured using a specific percentage established for incremental ranges of attempted credit hours. A student must ultimately pass at least 67 percent of attempted credit hours. A student who fails to maintain the minimum pace and has not graduated is placed on financial aid warning (academic warning). In addition, if the student withdraws from all courses during the semester, the student is placed on financial aid warning (academic warning).

Students starting the semester in good standing who do not meet all requirements are placed on financial aid warning (academic warning) or dismissed, as noted above. Students placed on financial aid warning (academic warning) may continue their studies for one semester without an appeal. However, these students should immediately seek academic advising and review all academic requirements carefully.

Students dismissed for failing to meet standards of academic progress may submit an academic appeal and may not continue their studies unless the appeal is approved (see Academic Appeal). Students with approved appeals are placed on financial aid probation (academic probation) and must follow a predetermined academic plan.

Requirements for Students Starting the Semester on Financial Aid Warning (Academic Warning) or Financial Aid Probation (Academic Probation)

Students who start the semester on financial aid warning (academic warning) or financial aid probation (academic probation) are subject to the general requirements noted below.

**Students on Financial Aid Warning (Academic Warning):** At the end of a financial aid warning (academic warning) semester, the student a) returns to good standing or b) is dismissed.

- a) At the end of a financial aid warning (academic warning) semester, the student returns to good standing if all of the following occurred:
  - The student’s CGPA was at least the required increment (i.e., 2.50–3.00) or the student had never completed a GPA course.
  - The student passed all prerequisite skills courses attempted during the semester.
  - The student passed all courses attempted a second or subsequent time.
  - The student did not exceed the maximum coursework allowance.
  - The student met pace of progress standards, including completion of at least one course during the semester.

- b) A student who does not return to good standing is dismissed.

**Students on Financial Aid Probation (Academic Probation):** At the end of a probationary semester, the student a) returns to good standing, b) remains on financial aid probation (academic probation) for one additional semester according to the predetermined academic plan or c) is dismissed.

- a) At the end of a probationary semester, the student returns to good standing if all of the following occurred:
  - The student’s CGPA was at least the required increment (i.e., 2.50–3.00) or the student had never completed a GPA course.
  - The student passed all prerequisite skills courses attempted during the semester.
  - The student passed all courses attempted a second or subsequent time.
  - The student met pace of progress standards, including completion of at least one course during the semester.

- b) A student who does not return to good standing remains on financial aid probation (academic probation) for one additional semester according to the predetermined academic plan if all of the following occurred during the semester:
  - The student’s CGPA was at least the required increment (i.e., 2.50–3.00) or the student had never completed a GPA course; or the CGPA was less than the required increment (i.e., 2.50–3.00) and the SGPA was at least 3.00.
  - The student passed all courses attempted.
  - The student did not exceed the maximum coursework allowance, and the semester pace was at least 67 percent.
  - The student maintained the required pace of progress; or the student did not maintain the required pace of progress, and the semester pace was at least 67 percent.

- c) The student completed at least one course.
At the end of the additional probationary semester, the student returns to good standing if all of the following occurred:

- The student’s CGPA was at least the required increment (i.e., 2.50–3.00) or the student had never completed a GPA course.
- The student passed all prerequisite skills courses attempted during the semester.
- The student passed all courses attempted a second or subsequent time.
- The student did not exceed the maximum coursework allowance.
- The student met pace of progress standards, including completion of at least one course during the semester.

Otherwise, the student is dismissed.

c) A student who does not meet requirements for returning to good standing, or for continuing for an additional semester on financial aid probation (academic probation), is dismissed.

**Academic Appeal**

Students who have been dismissed for failing to meet standards of academic progress may appeal the dismissal by submitting an Academic Dismissal Appeal form to the appropriate academic administrator prior to the established deadline. A student who is dismissed for failure to pass the third attempt of a course may not appeal to request a fourth or subsequent course attempt. Students should consult the student handbook for more information. Students may appeal their academic standing a total of four times in their current degree program. Those with approval to change programs have their total number of appeals reset to zero.

Appeals must explain the verifiable mitigating circumstances that contributed to poor academic performance, show how the circumstances have been overcome, provide required documentation and present a realistic plan for meeting requirements to return to good standing. Appeals without supporting documentation are denied.

A student informed of the dismissal after beginning the session immediately following the dismissal may remain enrolled while the appeal is processed by the appropriate academic administrator. A student continuing in a course or courses while the appeal is processed and whose appeal is subsequently denied may not continue and is administratively dropped from class or classes. A student not currently enrolled whose appeal is approved may enroll for the current semester, provided the registration deadline has not passed, and is subject to financial aid probation (academic probation) conditions in Requirements for Students Starting the Semester on Financial Aid Warning (Academic Warning) or Financial Aid Probation (Academic Probation). Failure to meet specified conditions results in a second dismissal. Additional appeals are denied unless students have new verifiable mitigating circumstances. Fourth appeals must be submitted to a national college dean or designee. Students who fail to return to good standing after submitting a fourth appeal are dismissed and precluded from registering; however, they may reapply for admission after one year.

If an appeal is not submitted within six sessions after dismissal, the student must request readmission through standard admission procedures as well as submit an appeal to the appropriate academic administrator.

Academic administrators’ and national college deans’/designees’ decisions to deny appeals are final and cannot be appealed.

**Academic Program Transfer During Financial Aid Warning (Academic Warning)/Financial Aid Probation (Academic Probation)/Dismissal**

Students transferring to a different academic program maintain their current academic standing.

A student on financial aid warning (academic warning) or financial aid probation (academic probation) who transfers to a different academic program enters the new program and continues under this status.

A student who has been dismissed and wishes to enroll in another academic program must appeal to the academic administrator of the intended program. If the appeal is approved, the student must meet financial aid probation (academic probation) conditions in Requirements for Students Starting the Semester on Financial Aid Warning (Academic Warning) or Financial Aid Probation (Academic Probation).

Academic standing for a student who transferred to a different academic program but then returns to the original academic program is based on performance in all enrolled semesters and on all DeVry University graduate-level coursework.

**Additional Standards of Academic Progress Information for Students Receiving Veterans Education Benefits**

DeVry notifies the Department of Veterans Affairs (VA) of those students who are receiving veterans education benefits and whose status is academic warning, which is considered the first probationary period.

Students are placed on academic warning for failure to meet minimum CGPA, pace of progress toward graduation and other minimum requirements outlined in Standards of Academic Progress. Students on academic warning are eligible to receive veterans education benefits for their academic warning semester. If at the end of the academic warning semester such students do not return to good standing, they are dismissed. Students who are dismissed may appeal. Those with approved appeals may continue on probation for another semester and remain eligible for veterans education benefits. Students who do not successfully appeal their dismissals are dismissed and have their veterans benefits terminated for unsatisfactory progress. The VA is notified of such dismissals.

After the second probationary period, veterans education benefits are terminated for students who fail to meet the minimum CGPA required for graduation, pace requirements and other DeVry standards noted in Standards of Academic Progress. These students may continue enrollment without VA benefits for another semester if satisfactory incremental progress is made. Veterans education benefits may resume if students meet the minimum CGPA required for graduation and pace requirements, as well as return to good academic standing, at the end of the third probationary semester.

Veteran students must notify the chief location administrator/academic advisor immediately upon withdrawal from school or from a course. For students receiving veterans education benefits, DeVry notifies the VA of changes in student status within 30 days of the official last date of attendance.

**Resumption of Study**

Students who resume after an interruption of studies should note that course availability may vary by session. Because program requirements may change periodically, an academic administrator will assess resuming students’ academic records to determine whether an alternate plan of study is required. Alternate plans may result in additional coursework requirements and financial obligations.
**Academic Policies & Graduation Requirements**

**Specialization Limit**

Students are allowed up to five years from the date of initial enrollment to complete their degree requirements. Under certain circumstances, the time limit may be extended upon petition to the student support advisor/academic advisor.

Students resuming their studies after an extended interruption are strongly encouraged to obtain academic advising.

**Readmission**

Students who were not enrolled within the previous six DeVry University sessions (see DeVry University Semesters and Sessions) may apply for readmission. If these students’ five-year time limitations have expired, or if they were academically dismissed, they must follow procedures appropriate to those conditions in addition to following standard readmission procedures. A person seeking readmission must:

- Complete and submit an application for admission. The application fee is waived for these individuals.
- Complete an interview with an admissions advisor/representative.
- Meet all admission requirements in effect at the time of readmission.

**Academic and Professional Conduct**

Students have a responsibility to maintain both the academic and professional integrity of the University, and to meet the highest standards of academic and professional conduct. Students are expected to do their own work on exams, class preparation and assignments, and to conduct themselves professionally when interacting with fellow students, faculty and staff. Students must also make equitable contributions to both the quality and quantity of work performed on group projects.

Academic and/or professional misconduct is subject to disciplinary action, including being placed on financial aid probation (academic probation), failing a graded course component, failing a course or being suspended or permanently expelled. Student academic misconduct includes, but is not limited to:

- Exams/quotizes – using unauthorized notes, looking at classmates’ test papers or providing others with answers during exams/quotizes
- Course assignments/projects – collaborating with others on assignments intended to be completed independently or submitting another student’s work as one’s own
- Research reports – plagiarizing (using others’ ideas, words, expressions or findings without acknowledging the source)
- Online coursework – submitting work or threaded discussions under false pretenses or not in conformance with professor or DeVry authorship policies

Professional misconduct includes, but is not limited to, displaying disruptive behavior; using offensive language during class participation in electronic communication to faculty, staff and/or other students; bribing or threatening faculty, staff and/or other students; falsifying student records; attempting to improperly influence professors or University officials; and willfully or recklessly transferring computer viruses.

**Pursuit of Specializations**

Students must declare all specializations they intend to pursue. Successful completion of a specialization – including concentrations and emphases – is noted on transcripts of students who declare such. Students who wish to change a specialization may request to do so at any time; however, they are encouraged to submit a request for such as soon as possible. In general, requests received by Sunday of the first week of the session are effective that session. Specialization changes are not applicable to sessions already completed. Specializations are not shown on diplomas. All declared specializations must be completed prior to degree conferral.

**Graduation Requirements by Program**

The following specifies minimum semester-credit hours required for graduation from the degree program, as well as any program-specific prerequisite skills coursework. Students must review the program summary for their declared program to determine the required distribution of credit hours. In addition, all students must fulfill requirements outlined in *General Graduation Requirements – All Students*.

To graduate:

- MSED students must receive credit for at least 36 semester-credit hours.
- MSET students must receive credit for at least 36 semester-credit hours. Upon evaluation of related prior education and work experience, some students may also be required to complete EDT500, a program-specific prerequisite skills course.

**General Graduation Requirements – All Students**

In addition to fulfilling the graduation requirements for their specific programs, all students must:

- Achieve a cumulative grade point average of 3.00 or higher.
- Successfully complete all required prerequisite skills courses with grades of B (3.00) or better.
- Ensure that the registrar receives an official transcript validating completion of a baccalaureate degree from a DeVry-recognized post-secondary institution.
- Fulfill all financial obligations.

Graduation is not permitted if students have missing grades or if the best recorded grade for a required course is F, or the designator is I, U or W. Grade changes are not permitted after the degree has been awarded. Certain exceptions apply and are noted in the student handbook.

Students must have all graduation requirements fulfilled by Tuesday of week two of the session immediately following the session in which they completed their final course requirements. The deadline for meeting certain requirements may be earlier. Requirements include – but are not limited to – ensuring that transcripts for transfer credit have been received by the University; resolving Incompletes and other outstanding grade issues; and confirming that approved graduate course exemptions and waivers have been applied. Students who fail to meet graduation requirements deadlines are awarded their degrees in the session in which any outstanding requirements are met.

Graduation with distinction is awarded to students completing their degree programs with cumulative GPAs of 3.70 or higher.

<table>
<thead>
<tr>
<th>Corresponding Program and Specialization Limits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
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<td>--------</td>
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<tr>
<td>Education</td>
</tr>
</tbody>
</table>

| Devisorius Policies & Graduation Requirements |
Graduation Requirements – Students Pursuing Multiple Degree Programs
Students opting to pursue multiple degrees must meet all program core and program-specific course requirements for each degree as well as the semester-credit-hour residency requirement outlined in Multiple Degree Programs.

University Suspension or Expulsion
Code of conduct violations can result in university suspension and expulsion.

Students suspended for a defined period of time are eligible to graduate once their suspension has been lifted and all graduation requirements have been fulfilled. Those expelled from the University are not eligible to graduate.

Graduation Notification
Students who have begun their final session of coursework for program completion must submit a Graduation Notification form to request that a diploma be ordered. Diplomas are mailed after all graduation requirements have been met. Students should note that the degree awarded is indicated on diplomas and transcripts; however, concentrations and emphases are indicated on transcripts only.

Commencement Ceremonies
Graduation ceremonies are generally held at the end of the spring and fall semesters. Dates vary by location. Students may be eligible to participate in a ceremony if they are completing their final program requirements during the same semester in which graduation is held.

Separate graduation ceremonies are not held for online students; however, such students may attend a University commencement ceremony held anywhere in the country.

More information about commencement ceremonies is available from a student support advisor/academic advisor.

Note: To officially graduate from DeVry University, students must satisfy all academic requirements for their specific program. Participation in a commencement ceremony is not a guarantee or indication of program completion.
Tuition, Expenses & Financial Assistance
Effective July 2016 Session through May 2017 Session

Tuition
A $30 application fee must accompany the application. Tuition is noted in the tuition chart.

Tuition rates shown are applicable to students enrolling during the University’s July 2016 through May 2017 sessions. Through the University’s Fixed Tuition Promise, tuition rates shown will remain effective through graduation for all matriculated students missing no more than five consecutive sessions of enrollment. Students readmitted to the University after missing six or more consecutive sessions of enrollment re-enroll under prevailing tuition policies at the time they are readmitted.

Students must complete registration and make payment arrangements no later than the end of week one of the session. Tuition and appropriate fees must be submitted by the beginning of the session in which they intend to complete the course. Textbooks must be purchased from the online bookstore. Credit cards are accepted.

Students are responsible for all tuition and fees regardless of loan arrangements, company billing arrangements or tuition reimbursement programs.

Note: Students are limited to participation in one DeVry-based scholarship, grant or group pricing program only. If students qualify for more than one such program, the one most beneficial is awarded. Students who qualify for and prefer a different scholarship, grant or group pricing program must provide written confirmation, prior to starting classes at DeVry, of the alternate program in which they wish to participate. In the rare case when scholarship, grant or group tuition pricing programs are combinable, students are made aware of this opportunity by their admissions advisor, student support advisor or student finance consultant.

Note: Students in DeVry’s MSEd and MSET programs, as well as those enrolled in graduate certificate programs in Curriculum Leadership, Educational Leadership, Educational Technology and Higher Education Leadership, are not eligible to take advantage of any special tuition rates offered by DeVry University.

Expenses
Note: DeVry reserves the right to change fees at any time without notice. DeVry receives administrative and service fees from textbook suppliers and bookstore operations and uses these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

Note: The Fixed Tuition Promise is applicable to tuition only. University-related fees and expenses are not covered by the Fixed Tuition Promise.

Course Resource
A fee of $50 per course is charged to cover expenses associated with tutorials, simulations, study guides, electronic book hosting and access to online library technologies.

Electronic Book
Students enrolled in courses in which an electronic textbook is used are charged $30 for the e-book. Students enrolled in a course using multiple electronic textbooks are charged only one $30 fee.

Official Transcript Request
An electronic, final transcript is automatically sent to students at no charge upon graduation. Students and alumni are charged $5 for each electronic transcript and $7 for each paper transcript. Students must submit requests for official transcripts via the student portal. Official transcripts are not issued until all financial obligations to any DeVry institution are fulfilled.

Parking
To park in the University’s parking lots at some DeVry locations, students may be charged a nonrefundable fee not to exceed $60 per vehicle, per session. See the Student Services Office for details. Vehicles not authorized for parking may be towed.

Returned-Check
Because returned checks create administrative costs, a $10 fee is added to students’ balances for each returned check. Students with three or more such occurrences must pay their tuition with either a money order or a cashier’s check and are not eligible for subsequent tuition deferrals.

Textbooks and Supplies
Most courses require electronic versions of textbooks, though some courses require hard-copy textbooks. Costs for all textbooks are subject to change based on publishers’ prices.

Use of the specified textbook(s) is integral to successful completion of a course. Students can purchase their textbooks (hard-copy or electronic) from an outside source but must purchase those specified by DeVry.

Students enrolled in courses using electronic textbooks but who decline the e-book provided by DeVry can request a credit of $30 for the electronic book fee. Students must request such credit for each course by the end of week one of the session and can do so at https://bookstore.devry.edu. Students who order a print textbook, or otherwise print the electronic textbook, are not eligible for the $30 electronic book fee credit.

For students who want printed textbooks as well as electronic textbooks, black and white, soft-cover printed versions of certain electronic textbooks are available at an additional cost. These optional printed e-books are equivalent to textbooks. More information is available from the bookstore, at https://bookstore.devry.edu.

Financial Delinquency
Students are responsible for all tuition, fees, costs of texts and costs associated with collecting on outstanding accounts. Students whose financial accounts are delinquent are not permitted to register for additional courses or to graduate. The University will not release official transcripts or diplomas when students’ accounts at any DeVry institution are delinquent. Students whose accounts are, or have been, delinquent may be prohibited from participating in certain payment plan options.

Registration – Financial
Students whose DeVry University accounts are past due are not permitted to register until their accounts are current or until they have made satisfactory payment arrangements.
Tuition, Fees and Expenses, by Program, July 2016 Session through May 2017 Session

<table>
<thead>
<tr>
<th>Program</th>
<th>Total Program Credit Hours</th>
<th>Number of Three-Semester-Credit-Hour Courses</th>
<th>Tuition Per Semester-Credit Hour</th>
<th>Total Tuition</th>
<th>Textbook and Materials Expense</th>
<th>Course Resource Fee</th>
<th>Total Program Cost</th>
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<tbody>
<tr>
<td>Master’s Degree</td>
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<td>$495</td>
<td>$8,910</td>
<td>$180</td>
<td>$300</td>
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<td>Educational Leadership</td>
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<td>$8,910</td>
<td>$180</td>
<td>$300</td>
<td>$9,420</td>
</tr>
</tbody>
</table>

Note: Students in the above programs are not eligible to take advantage of any special tuition rates offered by DeVry University.

1 Program availability varies by location.
2 Average estimated per-course expense for textbooks and materials is $30.
3 Course resource fee is $50 per course.
4 At current tuition rates and credit hours shown; includes $30 application fee, average estimated textbook and materials expense, and per-course course resource fee.

Statements of Account
Statements of account are available by submitting a written request by visiting [http://my.devry.edu](http://my.devry.edu), then clicking on the Home tab and then on “Ask Us a Question.” Requests must indicate the session for which the statement is being sought, as well as either a fax number or mailing address to which the statement is to be delivered. Statements are processed within three business days of request. Customized statements of account are not available.

Withdrawals – Financial
Students who withdraw after registering for a course or courses, who are withdrawn for participation reasons, or who are dismissed for disciplinary or academic conduct reasons, may be entitled to a tuition refund. Currently enrolled students without an approved appeal whose prior term academic status would have precluded their enrollment are dropped from their course(s), and all payments will be refunded.

Final grades of F and designators of U are evaluated at the end of the session for each student (see Withdrawals). Students who do not formally withdraw from class and subsequently earn a grade of F or a designator of U due to lack of participation may be administratively withdrawn, resulting in a W for each affected course. The midpoint of the session is assigned as the withdrawal date. DeVry presumes students who received a passing grade, or who earned a grade of F or a designator of U, in one or more courses taken during the session completed the course(s) and thus earned the grade(s)/designator(s).

Per federal financial aid regulations, financial aid awards may be reduced based on withdrawal dates. Tuition refunds are computed independently from financial aid award calculations and return of funds.

All withdrawal requests must be communicated to a student support advisor, an academic advisor or an appropriate academic administrator verbally, by email or by submitting a request through the interactive student communication system. Simply ceasing to participate in classes does not constitute a valid withdrawal request.

Application Fee/Cancellation Policy
Upon completion of the application process, a $30 application fee is due. Applicants may cancel their enrollment without penalty prior to midnight of the 10th business day after the date of transaction or acceptance (cancellation period). After the cancellation period, the application fee is not refunded. Refunds are not issued after one year.

The application fee is waived for:
- Military personnel serving in any of the five branches of the U.S. Armed Forces (including guard and reserve personnel) and their spouses.
- Students currently enrolled in a DeVry University degree program or in a degree program at another DeVry institution.
- Alumni who hold a degree or certificate from DeVry University or another DeVry institution.

Refunds
After classes begin, students who withdraw from a course may be entitled to a tuition refund. Refunds are paid within 30 days of notification of withdrawal and returned by check. The refund amount is related to the date of withdrawal as indicated in the chart below, or according to the effective withdrawal date, if required by state law. (Indiana, Iowa, Maryland, Nevada and Wisconsin students should refer to their respective state addendum.)
Tuition refunds are as follows:

<table>
<thead>
<tr>
<th>Withdrawal Period</th>
<th>Percent Refund*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to or on day 1 of session**</td>
<td>100</td>
</tr>
<tr>
<td>Balance of week 1</td>
<td>90</td>
</tr>
<tr>
<td>Week 2</td>
<td>75</td>
</tr>
<tr>
<td>Week 3 or 4</td>
<td>25</td>
</tr>
<tr>
<td>After week 4</td>
<td>0</td>
</tr>
</tbody>
</table>

* less $50 administrative fee ($25 as state law requires)
** Students who cancel their enrollment during this period will have their financial aid awards cancelled, and any funds students received are returned to the funding source.

Georgia Refund Policy
Students who have completed 50 percent or less of the session are entitled to a refund based on the proration of tuition and percentage of course completed at withdrawal, or as required by applicable state or federal laws and regulations, if more favorable to the student.

Fees
Institutions that charge for fees, books and supplies that are in addition to tuition must refund any unused portion of the fees if a student withdraws before completing 50 percent of the period of enrollment except for:

- Items that were specially ordered for a particular student and cannot be used or sold to another student.
- Items that were returned in a condition that prevents them from being used by or sold to new students.
- Nonrefundable fees for goods and/or services provided by third-party vendors.

Federal Return of Funds Policy
According to federal regulations, a federal refund calculation must be performed if a student receiving financial aid withdraws completely from all classes after the start of the enrollment period.

Length of enrollment is equal to the number of calendar days, including weekends and holidays, in the periods in which the student was registered. However, breaks of five days or more are excluded.

The withdrawal date is the date the student begins the official withdrawal process – electronically, in writing, in person or by telephone, whichever is earliest – or otherwise officially notifies the institution of his/her intent to withdraw. For a student who withdraws without notification, the University may use either the last date of academic attendance or the midpoint of the enrollment period as the withdrawal date. Failure to notify the Financial Aid Office of a withdrawal may result in additional tuition liability.

Return of funds is calculated as follows:

- If the student’s percentage of enrollment period completed is greater than 60 percent, the student has earned – and must repay – 100 percent of the federal aid received.
- If the student’s percentage of enrollment period completed is 60 percent or less, the calculated percentage of enrollment will be used to determine the amount of aid returned.

Return of funds occurs in the following order:
1. To the Federal Direct Unsubsidized Loan program
2. To the Federal Direct Subsidized Loan program
3. To the Federal Perkins Loan program
4. To the Federal Direct PLUS Loan program
5. To the Federal Pell Grant program
6. To the Federal Supplemental Educational Opportunity Grant (FSEOG) program
7. To other Title IV aid programs
8. To state grant programs, and/or to private or other institutional aid programs
9. To the student

Financial Aid
Federal Direct Subsidized and Unsubsidized loan and Federal Direct PLUS loan money is available to students through the Federal Direct Loan Program. These loans are made by the U.S. Department of Education, rather than by banks or other financial institutions, and are insured by the federal government. For graduate students, Federal Direct Unsubsidized loans first disbursed on or after July 1, 2015, have a fixed interest rate of 6.84 percent. These loans also have an origination fee that is subtracted from the value of each loan disbursement. For loans first disbursed between October 1, 2014, and September 30, 2015, the origination fee is 1.073 percent; for those first disbursed on or after October 1, 2015, and before October 1, 2016, the origination fee is 1.068 percent. Additional information on interest rates and fees for Federal Direct Loans is available via http://studentaid.ed.gov/types/loans/interest-rates.

To be considered for a Federal Direct Loan, students must be enrolled at least half time. Students enrolled in programs at the graduate and/or professional level may receive unsubsidized loans through the Federal Direct Loan program only. Eligibility for the Federal Direct Unsubsidized loan is not based on need. However, the federal government does not pay the interest during school attendance or during the six-month grace period. Students may pay the interest while completing their program or allow it to accumulate and be added to the outstanding principal, thereby increasing the amount to be repaid. Students may borrow up to an additional $20,500, but the amount borrowed may not exceed the cost of attendance minus other aid per academic year.

The maximum aggregate student loan debt for undergraduate and graduate loans from all FFELPs and/or Direct Loans may not exceed $138,500 (subsidized and unsubsidized combined). Total subsidized loans may not exceed $65,500.

Students may not be eligible for Federal Direct Loans at the undergraduate level if they have exceeded undergraduate loan limits. Undergraduate Federal Direct Loan limits may not exceed $23,000 (subsidized) and should not exceed $57,500 (combined subsidized and unsubsidized). Satisfactory repayment of the over award must be made in order to regain eligibility.

Federal Direct Graduate PLUS Loan funds are also available to students through the U.S. Department of Education. To be considered for a Federal Direct PLUS Loan, students must be enrolled at least half time. These federal loans are not based on need and have a fixed interest rate of 6.84 percent for loans first disbursed on or after July 1, 2015. PLUS Loans have an origination fee that is subtracted from the value of each loan disbursement. For PLUS loans first disbursed between October 1, 2014, and September 30, 2015, the origination fee is 4.292 percent; for those first disbursed on or after October 1, 2015, and before October 1, 2016, the origination fee is 4.272 percent. The federal government does not pay the interest during school attendance. Students have the option of paying the interest while completing their academic program or allowing it to accumulate and be added to their outstanding principal. A credit check will be completed to establish creditworthiness.
Eligibility and/or receipt of financial aid does not eliminate students’ responsibility to pay tuition and/or fees by the due date.

Disbursements occur throughout the session, generally beginning Saturday of the first week of classes. Disbursement is based on each student’s account information. More information is available via the Student Finance tab on http://my.devry.edu.

Note: Students who obtain a student loan of any type have a legal obligation to repay the loan. Their degree of success at DeVry University does not change this obligation.

Applying for Financial Aid
To apply for Federal Direct Loans and/or Federal Direct Graduate PLUS loans, the U.S. Department of Education requires completion of the Free Application for Federal Student Aid (FAFSA). The FAFSA provides an independent and consistent method of collecting information to determine student eligibility.

To help ease the financial assistance application process, the University’s Financial Aid Office supports an Internet-based application process. Applicants can complete the FAFSA and Direct Loan master promissory note at www.keller.edu/financial-aid-tuition/apply-for-financial-aid.html, where they follow the application information and links to the "FAFSA on the Web" and "Direct Loan" websites.

Eligibility for Financial Aid
To be eligible for federal financial aid a student must:

- Be enrolled as a degree- or certificate-seeking student.
- Provide an official transcript for University verification.
- Be a U.S. citizen or eligible noncitizen.
- Make satisfactory academic progress toward completing his or her program.
- Not be in default on a Federal Perkins/NDSL, Federal Direct, Federal Stafford/FFEL, Federal SLS, Income Contingent Loan or Federal PLUS Loan received at any institution.
- Not owe a refund on a Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Academic Competitiveness Grant (ACG), National Science and Math Access to Retain Talent (SMART) Grant, loan overpayment or State Student Incentive Grant (SSIG) received at any institution.
- Not have exceeded federal loan limits.
- Be registered for the selective service, if required (males born after December 31, 1959).

Students who do not complete coursework (i.e., withdraw during the term) may have their financial aid award reduced, based on federal financial aid regulations.

Retaking previously passed coursework may impact students receiving certain forms of financial assistance. Students who plan to retake a previously passed course should contact a DeVry student support advisor or student finance consultant to determine if their financial aid will be affected prior to registering for the course.

Applicants who are incarcerated, and students who become incarcerated, must immediately report this information to the Student Finance Office.

Financial Aid Applicability to Elective/Alternate Courses
Students receiving financial aid are expected to enroll in courses that meet requirements within their academic program and should note that financial aid eligibility for coursework not applicable to the current program may be limited. Students who wish to replace/substitute a course in their current program must obtain prior approval for a course substitution in order for the course to be financial-aid-eligible.

Loan Exit Counseling
Federal student aid regulations require that all borrowers complete loan exit counseling for their Federal Direct and/or Federal Perkins Loans. Students must complete loan exit counseling when they are graduating or leaving DeVry. Loan exit counseling notifications are provided to all identified students via email. Failure to complete loan exit counseling may result in placement of a hold on students’ records, which would prevent fulfillment of transcript requests and release of graduates’ diplomas.

Payment Options
Students who wish to may pay their full account balance in one payment, which is due at the beginning of each session.

Payment plans are available for those who wish to defer payment(s). Those wishing to take advantage of deferred payment(s) must submit a completed payment plan agreement. A new agreement is required should students wish to change plans. Students may choose one of the payment options outlined below.

Further information is available from a DeVry student support advisor or student finance consultant. Delinquent payments may result in loss of payment plan privileges and registration holds.

Standard Plan
The Standard Plan, which helps students pay for tuition, books and required electronic materials, provides a monthly payment plan that is developed using students’ expected enrollment and financial assistance funding. Students can self-enroll in this payment plan after tuition has posted for the session and prior to generation of the first bill. The first monthly installment is due 22 days after the first bill is generated.

Deferred Plan
Available to students using employer tuition reimbursement, and whose employers submit a tuition-reimbursement statement on students’ behalf, the Deferred Plan enables tuition charges to be deferred until Monday of week five of the subsequent session. Any additional charges are due 22 days after the first billing statement has been generated.

Direct Bill Plan
Available to students for whom an employer or third party will be paying DeVry directly for tuition and fees, the Direct Bill Plan allows the employer or third party to delay full payment of tuition and fees until Friday of week seven of the subsequent session. To enroll in this plan, students must submit documentation of eligibility for the direct billing arrangement offered by their company or the third party. Enrollment in this payment plan does not eliminate students’ responsibility to ensure tuition is paid by the due date; delinquent payments may result in loss of payment plan privileges and registration holds.

Veterans Benefits
Approval to offer veterans education benefits is granted by appropriate state agencies and is based on operational time requirements for programs and sites.

Many locations/programs are approved for veterans benefits. Students should check with their chief location administrator or an online student services advisor to see if their location/program is approved or to learn when benefits may become available. The University also participates in the federal Yellow Ribbon program for students using Chapter 33 benefits.
In addition to meeting DeVry’s standards of academic progress requirements, students receiving veterans education benefits must also meet Veterans Administration standards of academic progress requirements (see Additional Standards of Academic Progress Information for Students Receiving Veterans Education Benefits). Failure to do so may result in loss of benefit eligibility until deficiencies are corrected. Questions regarding these requirements should be directed to the University’s veterans benefits coordinator.

Students should refer to Transfer Credit – Veterans and Standards of Academic Progress for more information.

DeVry Scholarships and Grants
Note: Students are limited to participation in one DeVry-based scholarship, grant or group pricing program only. If students qualify for more than one such program, the one most beneficial is awarded. Students who qualify for and prefer a different scholarship, grant or group pricing program must provide written confirmation, prior to starting classes at DeVry, of the alternate program in which they wish to participate. In the rare case when scholarship, grant or group tuition pricing programs are combinable, students are made aware of this opportunity by their admissions advisor, student support advisor or student finance consultant.

Scholarship and grant availability is limited. Additional conditions may apply. Eligibility conditions are subject to change. Total amount of scholarship and grant money awarded may vary.

Applicants may apply for scholarships or grants during the admissions process and should work with their admissions advisor/representative to do so.

Additional information is available at www.devry.edu/financial-aid-tuition/scholarships/devry-scholarships.html.

Basic Scholarship and Grant Eligibility
To qualify for a DeVry University scholarship or grant, students must have met DeVry entrance requirements and applied for admission. They must also meet criteria outlined for each scholarship or grant award. Additional criteria may also need to be met.

General Scholarship and Grant Policies
• Recipients are responsible for all other education expenses.
• Only degree-seeking students are eligible for scholarship or grant funds.
• Recipients must be U.S. citizens, Canadian citizens or reside within the United States. International students studying on a visa are not eligible unless specified in specific award criteria.
• For students to be eligible for scholarships or grants, applications for such must be received prior to the start of classes. Award recipients who do not start in the intended term specified on their admissions application have one subsequent term to start classes and use the award. (Restrictions may apply.) Recipients who do not start within two terms have their award expired and must reapply for available offerings at the time of actual enrollment.
• Scholarship and grant recipients are expected to meet certain continuing eligibility criteria and progress in a timely manner toward completing their programs. To retain scholarship or grant eligibility, recipients must remain in good academic standing and meet additional conditions outlined in the terms and conditions document sent to award recipients.
• To qualify for scholarship or grant funds, students must maintain continuous enrollment on a session basis. A scholarship recipient’s term begins at the start of his/her enrollment and continues for six consecutive sessions. Students must enroll in at least one course per session in four of the six sessions during their scholarship period.
• Recipients must acknowledge receipt of the terms and conditions document pertaining to their specific scholarship or grant award. Disbursement of funds may be withheld until receipt of this document is acknowledged in writing and returned by recipients.
Student Services

Library
Serving both onsite and online students, DeVry’s network of campus libraries across the United States offers a full array of print and electronic resources and services.

Campus libraries provide access to print books, journals and other materials in support of student learning, as well as access to a full array of electronic resources. Books may be borrowed and the collection searched using the University’s online catalog.

In addition, each campus library offers:
• A quiet environment for independent and group study.
• Access to the Internet, computers, printers and copiers.
• The services of professional librarians, who provide instruction in information literacy; can assist students in conducting library research onsite, or via telephone or email; and who are available via live chat seven days a week.

Electronic resources supporting DeVry’s academic programs are available 24/7 from the library website, library.devry.edu, which also offers tutorials on use of these resources. Resources include periodical and research databases, as well as e-books, providing access to a vast collection of full-text journal articles and information from academic and trade publications such as Harvard Business Review; The Wall St. Journal; Journal of Accountancy; Journal of Computer Science; Electronics World; Journal of Educational Technology & Society; The International Journal of the Humanities; Science News; American Journal of Public Health; Healthcare Financial Management Journal; Journal of Law, Medicine & Ethics; Computer Animation and Virtual Worlds; and Computer Graphics World.

DeVry also takes advantage of interlibrary loan and consortia arrangements to extend the reach of available collections.

All library resources are available to DeVry alumni visiting a campus library. Alumni may also borrow books from any DeVry library and take advantage of remote access to selected electronic resources. Restrictions may apply.

Career Services
Students and alumni can take advantage of numerous career services that enhance the educational experience. The Career Services Department, through self-directed career-planning appointments, helps students and graduates acquire professional development skills that will serve them throughout their careers. Areas addressed include assessing career goals; developing résumés; increasing marketability; building networking and interviewing techniques; and improving salary negotiation skills. Additional assistance is provided through local and national job postings, which identify currently available career opportunities. Students should note that employment cannot be guaranteed.

Academic Advising
Academic advising is designed to support students’ efforts to successfully complete their programs and to help them avoid the need to repeat coursework. Students who have questions about program requirements or administrative rules, or whose GPAs or other academic results indicate standards of academic progress requirements may not be met, are strongly encouraged to seek academic advising as soon as possible.

Students who applied for admission to a location or who have formally transferred to a location should seek academic advising from the chief location administrator at their declared location. Students who applied for admission as online students or who have formally transferred to DeVry Online should consult the academic advisor assigned to them through DeVry Online. Students are encouraged to consult first with faculty if they are having problems with coursework and then, if necessary, with the chief location administrator/academic advisor.

Student Records
All materials submitted in support of students’ applications, including transcripts from other institutions, letters of reference and related documents, become the property of DeVry University. During a student’s enrollment, DeVry maintains records that include admission and attendance information, academic transcripts and other relevant data. Student academic records are maintained in accordance with DeVry’s academic document retention schedule after the student is no longer enrolled. (Student academic records are maintained five years in California and New Jersey, and three years for veterans affairs records, after the student is no longer enrolled.) Students may review the content of their files by notifying the registrar in writing.

Except as required by law, no information regarding attendance, grades or any other aspect of students’ academic standing will be released to any third party without written student consent.

Official Transcripts
Students and alumni are charged a fee for each electronic transcript and each paper transcript (see Expenses). Students must submit requests for official transcripts via the student portal. Students are automatically provided an electronic, final transcript at no charge upon graduation.

Official transcripts are not issued until all financial obligations to any DeVry institution are fulfilled.

Hours of Operation
In general, administrative office hours at DeVry locations are Monday through Thursday 8 am to 8 pm, Friday 8 am to 5 pm and Saturday 9 am to 1 pm, or Monday through Thursday 9 am to 8 pm, Friday 9 am to 4:30 pm and Saturday 9 am to 1 pm. Hours vary by location. More specific information on administrative hours is available from each location.

Academic Instruction and Faculty Office Hours
Each session, instruction ends at 11:59 pm MT on Saturday of week eight. No Instruction occurs on holidays or during breaks. Online instruction, professor feedback and student-student interaction in the virtual classroom are continuous processes during each session. Faculty office hours are scheduled at the discretion of each faculty member. Faculty telephone numbers and email addresses are included on course syllabi, which indicate when and how students can contact professors. More specific information is available from each location.
ASPIRE Student Assistance Program
Designed to help students overcome obstacles and achieve success both in- and outside the classroom, ASPIRE is a student assistance program that supplements the University’s other student services. Offered at no additional charge, ASPIRE includes a wide range of support services such as counseling, legal and financial consultation; as well as referrals to housing, childcare and other resources for meeting daily life needs.

ASPIRE professionals can be reached at 888.470.1531 or via info@myaspireonline.com.

More information is available at www.myaspireonline.com.

Student Awards
DeVry recognizes outstanding student achievement by granting annual awards for leadership, service, innovation and impact, academic performance and perseverance. These prestigious awards, among the highest bestowed by the University, honor individuals who have made outstanding contributions and achieved success through their dedication, involvement, service and creative leadership. Award recipients are recognized at local ceremonies often held at or near graduation.

Leadership Award
This national award is bestowed upon the graduate student who has exhibited outstanding extracurricular leadership within the DeVry University community.

Service Award
This national award is granted to the student who has best exhibited outstanding service to the University community.

Innovation and Impact Award
This national award is presented to the graduate student or student team deemed to have designed the most creative entrepreneurial project that would likely benefit a community.

Academic Performance Award
This award is bestowed upon the graduate student who has best demonstrated outstanding academic achievement in his or her program of study. Graduate students enrolled on campus or online may be eligible to receive this award.

Perseverance Award
This award recognizes the local graduate student who has exhibited perseverance and achieved outstanding success under challenging circumstances. Graduate students enrolled on campus or online may be eligible to receive this award.

Alumni Services
Since our first classes were offered more than 80 years ago, hundreds of thousands of students have joined the ranks as proud DeVry University alumni. In addition to providing students with a pragmatic graduate program, we’ve worked to instill in them the value of lifelong learning. To support this core value, DeVry encourages networking opportunities among alumni and supports graduates in a variety of ways.

- Alumni who already hold a graduate-level credential from DeVry University, including the University’s Keller Graduate School of Management, may complete additional courses at a group tuition rate.
- Graduates can take advantage of online and onsite library and information resources.
- Alumni can take advantage of career services that help enhance professional development skills, as well as access our nationwide network of job postings.
Regulations

Privacy Act
DeVry complies with the Family Educational Rights and
Privacy Act of 1974, as amended. This Act protects the privacy of students’ educational records, establishes students’ rights to inspect and review their academic records, and provides guidelines for correcting inaccurate and misleading data through informal and formal hearings.

DeVry’s policy on releasing student-related information explains our procedures for complying with the Act’s provisions. Copies of the policy are available in the student handbook.

Nondiscrimination Policy
DeVry is an educational institution that admits academically qualified students without regard to gender, age, race, national origin, sexual orientation, political affiliation or belief, religion or disability and affords students all rights, privileges, programs, employment services and opportunities generally available.

DeVry complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and does not discriminate on the basis of disability.

The Office of Student Disability Services – which can be reached by email at adaofficer@devry.edu, or at 877.496.9050, option 3 – can provide additional information about this policy and assistance with accommodation requests during the admission process or after enrollment.

Title IX Compliance
DeVry University’s Title IX coordinator is responsible for overall compliance with Title IX, including response to reports of sexual misconduct affecting the campus community. Questions regarding the application of Title IX and compliance should be directed to the Title IX coordinator, whose contact information is available below. Students who wish to make a report of sexual misconduct affecting the campus community should follow the student complaint procedures published in the student handbook.

Title IX Coordinators
Mark Ewald
Senior Director, Ethics and Compliance Services
DeVry Education Group
630.353.1437
mewald@devrygroup.com

Mikhel Kushner
Associate Title IX Coordinator
DeVry Education Group
630.515.5440
mkusher@devrygroup.com

Drug-Free Schools and Communities Act
DeVry complies with the Drug-Free Schools and Communities Act and forbids use, possession, distribution or sale of drugs or alcohol by students, faculty or staff anywhere on University property. Anyone in violation of state, federal or local regulations, with respect to illegal drugs or alcohol, may be subject to both criminal prosecution and University disciplinary action.

Intellectual Property Rights
In accordance with the law of copyright, faculty-assigned student writings, including answer material for tests, projects, research papers and business plans prepared in connection with any course, are the property of DeVry University and may be used by the University for educational purposes.

Student Conduct
Mature behavior and conduct consistent with the highest professional standards are expected of every student while on University property or while engaging in University-related online activities. DeVry University reserves the right to suspend or permanently expel students who engage in unsatisfactory conduct such as dishonesty; failure to adhere to rules and regulations, including those stated in the Code of Conduct, and failure to exhibit proper online etiquette; destruction or theft of property; participation in activity that impinges on the rights of others; or possession or consumption of alcoholic beverages or illegal drugs at any time on University premises. See the student handbook for more details.

Note: A notation is applied to the transcripts of online students who reside in New York, and to students enrolled at New York locations, who are found responsible for certain code of conduct violations or who withdraw during certain code of conduct violation proceedings.

Plagiarism Prevention
As part of our commitment to academic integrity, DeVry University subscribes to an online plagiarism prevention system. Student work may be submitted to this system, which protects student privacy by assigning code numbers, not names, to all student work stored in its databases.

Tardiness and Missed Class Time – Site-Based Students
Students enrolled in blended and onsite courses, as defined below, are expected to be present at the beginning of, and throughout, each class meeting.

Excessive tardiness and/or early class departure may affect students’ ability to master course material, and professors may consider time in class when computing students’ grades.

This policy does not apply to students enrolled in online courses.

Blended Courses
In blended courses, students meet with faculty face-to-face onsite each week and also participate in professor-guided online activities. Course objectives are supported by combining weekly onsite activities with relevant online guidance and feedback from faculty and fellow students throughout the week.

Onsite
In onsite courses, weekly scheduled contact hours provide opportunity for both professor demonstrations and lab time during which students apply concepts. Thus, course concepts are introduced and practiced face-to-face. Each week, onsite courses include at least two hours of eLearning activities including preparing for class, reading overviews, participating in discussions and checking grades.

Rescinding Award Conferrals
DeVry University reserves the right to sanction a student or graduate with permanent expulsion from all DeVry institutions, including other DeVry University locations. DeVry also reserves the right to rescind award conferrals if they were based on submission of documents that were forged, fraudulent, altered, obtained inappropriately, materially incomplete or otherwise deceptive, or if a student or graduate misused DeVry academic documents.
Students or alumni who submit fraudulent documents or misuse DeVry University academic documents are afforded rights to a hearing under the Code of Conduct. The misconduct is adjudicated using procedures specified in the Code of Conduct and may result in University expulsion.

Students and graduates whose award conferrals are rescinded remain responsible for fulfilling financial obligations to any DeVry institution; federal, state and local governments; and private loan providers.

**Student Complaint Procedures**

In general, all students should first attempt to resolve concerns orally or in writing with the individual(s) most directly connected to their complaints. If that is not appropriate or successful, students attending onsite should direct their concerns to the student central manager or to the academic affairs specialist at the location they attend. Students attending online should file their complaints with the academic advising team lead.

For all students, complaints involving allegations of discrimination or harassment – including sexual misconduct – may be filed with the Title IX coordinator (see [Title IX Compliance](#)) or with the human resources business partner serving the location the complaining students attend. See the student handbook for more details.

In compliance with state regulations, Arizona, Georgia, Kansas and New Mexico students with complaints not resolved by the above procedure may file complaints with the Arizona State Board for Private Postsecondary Education (1400 W. Washington St., Phoenix, AZ 85007, 602.542.5709), the Georgia Nonpublic Postsecondary Education Commission (2082 East Exchange Place, Ste. 220, Tucker, GA 30084, 770.414.3300, [www.gnpec.org](http://www.gnpec.org)), the Kansas Board of Regents (1000 SW Jackson St., Ste. 520, Topeka, KS 66612, [www.kansasregents.org/academic_affairs/private_out_of_state/complaint_process](http://www.kansasregents.org/academic_affairs/private_out_of_state/complaint_process)) and the New Mexico Higher Education Department (2044 Galisteo St., Ste. 4, Santa Fe, NM 87505, 505.476.8442, [www.hed.state.nm.us/institutions/complaints.aspx](http://www.hed.state.nm.us/institutions/complaints.aspx)), respectively. To report unresolved complaints, Illinois students may file a complaint to the Illinois Board of Higher Education by visiting their webpage at [http://complaints.ibhe.org](http://complaints.ibhe.org).

In Virginia, students who do not feel they received a satisfactory resolution to their complaint may contact the State Council of Higher Education for Virginia (SCHEV, Attn: Private and Out-of-State Postsecondary Education, 101 N. 14th St., James Monroe Bldg., Richmond, VA 23219) as a last resort in the complaint process. Students will not be subject to adverse action as a result of initiating a complaint with SCHEV.

Students not satisfied with the final disposition of the complaint process may contact the state licensing authority, the University’s accreditor or the state attorney general. A complete list of contact information for state licensing authorities and state attorney general offices is located at [devry.edu/studentconsumerinfo](http://devry.edu/studentconsumerinfo).

**Campus Crime and Security Act**


Should students be witnesses to or victims of a crime, they should immediately report the incident to the local law enforcement agency. Emergency numbers are located throughout the University.

**Safety Information**

The security of all members of the University community is a priority. Each year, DeVry publishes a report outlining security and safety information, as well as crime statistics for the community. This report provides suggestions about crime prevention strategies as well as important policy information on emergency procedures, reporting of crimes and support services for victims of sexual assault. The report also contains information about DeVry University’s policy on alcohol and other drugs, and informs students where to obtain a copy of the policy. This report is available from the chief location administrator or by calling 800.733.3879.

For students attending locations in New York, the Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education.

**Academic Freedom**

DeVry University supports development of autonomous thought and respect for others’ ideas. As such, members of the DeVry community, including students and faculty, should feel free to discuss their questions and express their opinions both publicly and privately within the boundaries of the Code of Conduct and other reasonable behavioral expectations, noting in their expressions or demonstrations that they speak for themselves only.
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